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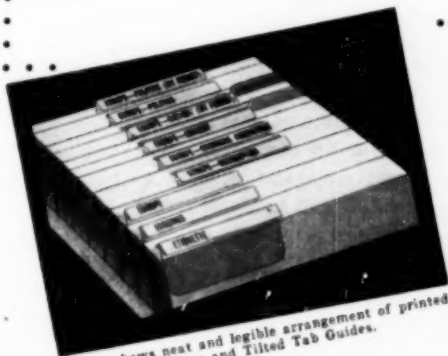


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January, 1953

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By HOWARD MUMFORD JONES

## Opportunities and Support for College and University Libraries

Address at the Dedication of the Addition to the Library of  
the University of North Carolina, April 18, 1952

*Dr. Jones is professor of English, Harvard University.*

AS WE PONDER the significance of the exercises in which we are engaged, I am confident the feeling we have must be one of admiration for extraordinary achievement. For the achievement is extraordinary. As late as the opening of the present century there were only 30,000 books in the Library of the University of North Carolina; today, there are three-fifths of a million. When I first came to this University in the middle twenties, the old Carnegie Building sufficed to house the collection; when I reluctantly left in 1930, the University was justly proud of a library of 250,000 volumes and of a new and modern building. Today the number of books has more than doubled; and the building has likewise doubled in capacity and more than doubled in convenience, containing not only stack room for more than a million volumes, but also one of the most adequate arrangements in the entire South for the work of scholars, writers, bibliographical specialists, and librarians. A vast collection of manuscripts assembled by the patient industry of historians and having to do with the development of the State and of the region is housed here. So, too, are a great collection of printed materials about the State, an important library of rare books, and

technological facilities for extracting every ounce of intellectual juice from printed page and written word. But more than the book is represented. Here are also such material embodiments of the past as a room illustrating the life of Sir Walter Raleigh's time; another illustrating the life of pioneer settlers; and, with them, a third—the Bull's Head Bookshop—illustrating the place and use of books in contemporary society. All this has come into being in a community which, in the eighteenth century, the aristocratic Colonel William Byrd, when he wrote his diverting *History of the Dividing Line*, characterized as Lubberland.

The whirligig of time brings in his revenges if you will but wait; and although comparisons are, as Mrs. Malaprop justly said, odorous, I cannot refrain from noting that, according to figures in the latest *American Library Directory*, the State University Library in Lubberland now possesses by actual count almost as many books as does the Library of the University founded by Thomas Jefferson. Of course this is not the whole story; and rivalry is to be deprecated in a period when librarians are working towards cooperation. Nevertheless, there is enough of the old Adam in all of us to inquire anxiously, in the fall of every year, about the respective strength of Tarheel and Cavalier in a college activity having only a remote relation to the writing



of doctoral dissertations. Why should the football coaches have all the fun of comparative judgments?

The development here represented is remarkable in terms of the twentieth century. It becomes even more remarkable when one goes more deeply into the history of the State, and, parenthetically, one cannot go very far back into the history of this or any other state without a library. Some fifty-seven years ago Stephen B. Weeks published his classic article on "Libraries and Literature in North Carolina in the Eighteenth Century." No account of the cultural life of a commonwealth could be more discouraging. Weeks found occasional books turning up in the inventories of some families in North Carolina; he found a few libraries here and there; he managed to trace a small collection of books sent into the colony by the Rev. Thomas Bray, a collection so little valued that it suffered neglect and spoliation—in 1712 Rainsford said the books had been "all dispersed and lost by those wretches that do not consider the benefit of so valuable a gift"—and Weeks found one lonely statute during the proprietary period for the encouragement or protection of book-lovers. There was a library at Edenton of 76 volumes. Governor Gabriel Johnston had access to books, and so did James Iredell. The Rev. David Caldwell had a library, but this was destroyed by the British in 1781. When Archibald Murphey was a student under Caldwell, though a few Greek and Latin classics were available, Murphey tells us that in general "the students had no books on history or miscellaneous literature." "There were, indeed," he continues, "very few [books] in the State, except in the libraries of lawyers who lived in the towns." He adds: "I spent nearly two years without finding any books to read, except some old works on theological subjects. . . . Few

of Dr. Caldwell's students had better opportunities of getting books than myself," and "with these slender opportunities of instruction it is not surprising that so few [North Carolinians] became eminent in the liberal professions"—an observation, it seems to me, of profound significance. As late as 1804 the library of the Dialectic Literary Society, one of the two foundation stones of this Library, was contained in a cupboard in a corner room in Old East, and consisted, wrote Dr. Hooper, of "a few half-worn volumes presented by compassionate individuals. The cupboards," he writes, "were not only small, but full of rat holes, and a large rat might have taken his seat upon Rollin's History, the corner stone of the Library, and exclaimed with Robinson Crusoe:

*"I am monarch of all I survey,  
My title there's none to dispute."*

Writing in the *North Carolina Historical Review*, in 1925, W. C. Jackson said flatly that "during the two hundred years of this first cultural era [in North Carolina] there was not in the state a library worth mentioning." Not until 1840, according to the same magazine, did the commonwealth make any real appropriation for a library of any kind. In that year the legislature set aside \$1000—about half the price of an automobile today—for a library in the state capitol. In the first half of the nineteenth century the University seems to have spent on books a total of less than \$4000, or about \$80 a year. Even if the dramatic and the anecdotal in these accounts over-color historical accuracy, the story is not flattering; and when we discover that in 1860 that classic reporter on Southern life, Frederick Law Olmstead, in his *Journey in the Back Country*, saying that "the ratio of the number of the citizens who cannot read at all to the whole, appears, by the census



returns, to be only three times larger at the South than at the North" but that "I believe it to be much greater at the South than these returns indicate," whether we take the census returns or accept Olmstead's opinion, the picture is sorry enough. But when we turn from this indifference to books and literacy to the record of progress under Vance, Aycock, McIver and their successors—a record presently culminating in this enlarged library building—we are strongly tempted to accept the providential view of history; and I, for one, am ready to quote the musical English of William Bradford, first governor of Plymouth colony, when he wrote: "Thus oute of smalle beginnings greater things have been produced by His hand that made all things of nothing, and gives being to all things that are; and as one small candle may light a thousand, so the light here kindled hath shone to many, yea in some sort to our whole nation, let the glorious name of Jehova have all the praise."

The penalty of doing well—and, as the record indicates, North Carolina has done exceedingly well—the penalty of doing well is not only that one must continue to do well but that one must strive to do better. Wonderful as is the achievement represented by this Library and this building, in another point of view there are certain considerations that must sober our judgment. In the academic world the libraries which count are necessarily libraries large enough, varied enough, and rich enough to permit the continual research into the records of past time without which our cultural tradition would perish. This Library is such a one. The maintenance of research is the chief characteristic differentiating a university from a college; and though a college would be helpless without a library, if we are to measure rightly the place of North Carolina in the world of university

libraries, we must study the situation, not in conjunction with the small and general collections of books which suffice for college purposes, but on a national scale and in the context of national university standards. Some twenty-two colleges and universities now extant as institutions of learning were founded in this country before the creation of the University of North Carolina. The libraries of nine of these twenty-two are today of sufficient variety and size to appear along with this one in those national lists by which the significance of a university library can be properly measured; and it is an uncomfortable fact that the collections in every one of these nine institutions outrank those in Chapel Hill. Perhaps it is not disconcerting to learn from the *American Library Directory* that Harvard, Yale, Columbia, and Princeton outnumber this collection, but it is at least interesting to learn that the North Carolina Library is still exceeded by the collections at the University of Pittsburgh, at Brown University, at Dartmouth College, and at Rutgers in New Jersey. In a listing made two or three years ago of fifty-three libraries of sufficient importance to count in scholarly research, North Carolina ranked thirty-fifth; that is to say, it was almost three-fourths of the way down from the top; and of the libraries which surpass it, twenty-four out of thirty-four were founded after the creation of the University of North Carolina, some of them in the life time of those here present. In terms of number of books the University of North Carolina Library is on a par with public libraries in Rochester, New York; Toledo, Ohio; Springfield, Massachusetts; and Kansas City, Missouri, and far outranks any public library in the South; but it is in turn outranked by public libraries in Baltimore, Boston, Chicago, Cleveland, Detroit, and Los Angeles, to go no further. Now the mere number of books in a library

is no necessary index of its intellectual value, and I have already said that in the scholarly world, it is the range and variety of a collection that count—its usefulness, in other words, to the scholar. Nevertheless, these figures furnish a rough index of relative place. I would not appear in the character of a croaking raven at the feast, and it might be well to content ourselves with general congratulations. But if while rejoicing with you I likewise indicate what is still the relative rank of this Library, it is not to find fault, but that you may see the work of building up a great collection in Chapel Hill is not finished as of today.

I am the more encouraged to say this because in the days when Vance and Aycock were pulling North Carolina out of the mud, those leaders rightly decided that North Carolinians were sufficiently stouthearted not to be satisfied with soft soap and flattery. They told the State where it then stood, educationally and otherwise; and public opinion soon rallied to men who were unafraid to speak the truth. Now that North Carolina has long since been pulled out of the mud and become a commonwealth to which the nation looks with interest whenever it wants a report on Southern progress, I cannot believe that the good sense of its citizens has altered; I am sure you will agree it is more important to know where we stand in relation to what is still to do than it is to rest satisfied with what has been done; and I am certain the incentive to go forward in building a greater University Library will be strong and lasting, and not terminate today.

There is, however, another and perhaps more primary question—it is the question: what is a university library? What is its relation to research? Why should the people of this or any other state be expected to pay for and continue to increase a collection of books and manuscripts only a tiny

fraction of their number will ever read?

I suppose there is nobody here who is of the opinion of the mythical state legislator who refused to vote any more money to buy books for the state university library until he had assurance the professors had read all the books already shelved in it. But it is nevertheless true that the connection between a university library and the cultural health of the state which supports it is not always understood, even by college professors. To many a hard-pressed man of science, struggling with inadequate laboratory equipment, the appropriation for books in the university budget seems a sort of minor luxury, an extravagance necessary to keep those peculiar fellows, the humanists and the historians, happy; and I have even heard a distinguished economist in an eastern university argue that the cost of the library could be greatly reduced by removing useless books from its shelves and by refusing to purchase books not immediately relevant to classwork. The retort is obvious, of course, but not illuminating that precisely as a chemist wants apparatus and materials when he wants them, whether they were used yesterday or will be used tomorrow, whether they are used by anybody else, or whether they cost little or much; and precisely as the economist wants his statistical tables and his reports when he wants them, so the scholar also wants what he wants when he wants it. We must, in all the professions, take each other's demands as necessary and dependable. But such a retort, though emotionally satisfying, does not shed light nor, let me add, does any first-class scientist or statistician generally underestimate the scholar's need for useless books. Useless books?—useless to whom? Useless for how long? Useless for what purpose? Let me briefly examine a single case involving useless books and literary research having an incalculable influence.

It used to be the pleasant custom at Chapel Hill, and for all I know it still is, to present each graduate of this University at commencement with a copy of the King James Bible along with his diploma. I suppose the King James Bible is the most influential book ever printed in the English tongue. It has not only been read by more people than any other book in English, but it has also been printed and reprinted more times than any other work in the language. Its ideas profoundly influenced the creation and government of the colonies out of which sprang the United States, and it remains today the standard of religious truth, of ethics, and of literary style for millions of Americans. How did this book come into being?

There had been a succession of translations of the Bible into English, wholly or in part, before this so-called authorized version of the Scriptures. Among these the earliest influential one was Tyndale's version, parts of it printed under extraordinary difficulties on the continent of Europe and smuggled into Great Britain during the first third of the sixteenth century. Objection was made to Tyndale's version on both theological and scholarly grounds; that is, it was argued that Tyndale's English did not accurately represent the original Hebrew or the original Greek. Throughout the rest of the century various persons, individually or in partnership, sought to remove these objections by creating translations of their own. But none of these proved universally satisfactory. Finally, after King James I came to the throne, there was held a conference at Hampton Court in 1604 designed to alleviate the religious tensions of the kingdom. At that conference Dr. John Reynolds, the head of Corpus Christi College, one of the constituent bodies making up the University of Oxford, suggested that a new translation be made. The king, who considered himself a scholarly man, thought this would be

a good idea, provided it be done "by the best learned [men] in both the Universities [that is, at Oxford and at Cambridge], after them to be reviewed by the Bishops, and the chiefe learned [men] of the Church." So, eventually, it was agreed; and six companies of scholars and ecclesiastics were appointed, some fifty-four men in all, we are told. Two of these companies were at the University of Oxford, two were at the University of Cambridge, and two were at Westminster—that is, near the seat of the government of the English church.

But why Oxford and Cambridge? Why did not the churchmen do it all? Well, there were libraries at both universities, and we know something about them. For example, there exists a catalog, dating from 1605, of the great Bodleian Library at Oxford, and from it we learn that this library was rich in precisely the kind of books that practical men never buy and see no use for. The library had (and still has) a rich and variegated collection of volumes in Hebrew, in Aramaic, in Syriac, in Latin, in Greek; it had a great collection of translations of the Bible; it had Biblical commentaries; it had dictionaries in all the learned tongues; and it had a variety of other volumes of erudition of no immediate interest to the Jacobean business man, but of immense interest for the task in hand. These libraries, in short, were the basis of what somebody called the trilingual colleges at both universities, meaning groups of scholars learned in Hebrew, Greek, and Latin; and these libraries and these scholars made possible the King James Bible, probably the greatest single cooperative piece of literary research ever carried on by a group of scholars in modern times.

Theirs was a labor of years. Parts of the Bible were assigned to each of the several companies, and parts of these portions were

in turn assigned to individual translators in each group, who worked each one to perfect his portion, then submitted the result to the whole company with which he was associated, and so on. These scholars brought to bear upon the task all the linguistic and library resources at their command. When the whole text had been completed and approved by the several companies, it was gone over one more time by a select committee of twelve, and later prepared for publication by two others especially appointed for the task, and in 1611 the King James Bible saw the light of day.

Suppose, however, the date had been 1911 instead of 1611; and suppose that practical men had had their way, banishing from the library these dusty tomes, forbidding library authorities to purchase "useless" volumes of this sort, requiring an accounting from the library authorities in strictly practical terms of all the moneys spent for books. Scholars would have had no tools to work with, or would have left the English universities and gone elsewhere, and in such circumstances I do not see how the King James Bible could have appeared. Can anyone imagine the history of Great Britain or of the United States in the last four centuries without the King James Bible? Yet if my economist friend had been present at a library board meeting in Oxford in 1604, it is probable he would have protested against acquiring dictionaries nobody ever used and volumes nobody ever read. To this day scholars continue to seek out the Bodleian Library precisely because it contains the kind of materials practical men would never have bought, and precisely as scholars from all over the United States come to Chapel Hill for the purpose of consulting materials of no apparent immediate concern to our neon-light civilization.

Of course we cannot hope immediately for another King James Bible. However excellent the doctoral dissertations which

have come out of this or any other graduate school, no one pretends that any one of them, or all of them taken together, is of the order of magnitude represented by that great book. Moreover, to many people nowadays, and even to some university people, the doctoral dissertation is either a nuisance or a mystery. It assays a rather low grade of literary ore. But let us be just even to these dull things. The great collections of books which made the King James Bible possible were in turn made possible only by the patient accumulation of scholarly work, each in its way as dull, I dare say, as apparently useless, and as uninteresting to anyone except the compiler as doctoral dissertations are said to be today. It is impossible to predict. You cannot confidently declare that such and such a type of learned book is utterly useless.

For example: every time you consult an English dictionary, an encyclopaedia, a gazetteer, or a book of general reference you are, like the translators of the Bible, drawing upon the accumulated labor of forgotten scholars, men who spent their lives in acquiring, ordering, comparing, interpreting, and preserving the records of mankind. Every time the scientist discovers a new compound or invents a new device or discovers a new species, he runs to his friend, the scholar, in order to name the child; and the scholar is then expected to find or create an appropriate word. Our common speech thus pays tribute to the necessity of libraries. Did you, before coming here, receive a message over the far-writer, arrange your accommodations over the far-speaker, enjoy yourself last evening at the far-seer, and travel here in a self-mover? Or did you accomplish all this by far-feeling in advance? I will translate: Did you receive a telegram, arrange for rooms by telephone, enjoy television and come by automobile, or did you do all this by telepathy? The scholar in the library directly or indirectly furnished the

language with these familiar words, and a thousand like them—appendicitis, stadium, radiogram, Caesarean operation, Oedipus complex, maximum, minimum, incinerator, motorcycle, bicarbonate of soda, teletype, anaesthetic. In a technological culture language must be adequate to technological processes, and philology, far from being something remote and useless, is as much a tool as a Stilson wrench, or calculus, or an interferometer.

I suppose that just as we come to take the King James Bible for granted, so by and by our ears become so accustomed to the technological vocabulary of modern America that we fail to appreciate the vital relation of libraries to applied science. Let me therefore turn to another area, the political life of the South, to show, if I can, the relation of university libraries to public welfare.

Fifty-two years ago there was begun at this University a series of scholarly monographs now known as the *James Sprunt Studies in History and Political Science*, a series made possible by the far-sighted wisdom of one of the leading benefactors of this institution. The intent of this series was, in the words of its founder, to "elucidate the history of North Carolina," and this aim has been kept constantly in mind for over half a century, albeit the scope of the enterprise has been broadened to include all the South. Let us look at the first work to appear as a Sprunt monograph, and then let us look at some later historical work published at this University.

According to Kemp P. Battle, who may be presumed to know what he was talking about, the secession convention of 1861 was not only one of the two or three most important gatherings ever held in North Carolina, but it was composed, he says, of "more of the leading men of the state than any other representative body ever held within its limits." Who were these men?

No one had ever tried to find out in any thorough way until John G. McCormick, in the first James Sprunt Historical Monograph, undertook the task. With infinite labor he compiled biographical sketches of the delegates to this convention. This library at the time barely existed, the collection of papers at Raleigh was inadequate, scholarly journals were lacking, and as a result it took the author something over four years to put together a piece of writing not much longer than an article in *The Saturday Evening Post* or *Fortune*. The difficulties that arise when materials are not collected in one place are clearly set forth in Mr. McCormick's opening remarks, from which I quote:

In writing this paper we have been forced to rely largely upon personal correspondence with the relatives of delegates or other persons, conversant with the facts, and in several instances all the necessary data have been obtained from the delegate himself. On commencing this undertaking in September, 1896, all the North Carolina histories, pamphlets of the University and the Literary Societies, biographies, and other available matter were consulted. However, they contained but a small proportion of the material necessary for our work and much of this was unsatisfactory, and, in many cases . . . inaccurate. Correspondence was immediately begun, and was continued without interruption until May, 1897, and intermittently from then until the day of publication, during which time more than two hundred letters have been written. . . . Owing to the fact that some people either misunderstood the motive of the work or allowed the matter to be overlooked, much trouble and delay have been caused, and needed data have not been obtained. For the same reason it was necessary to write many times to obtain the facts desired in each case.

Mr. McCormick went to work as the scholar must always go to work—that is, he went to the persons and the documents which would give him the primary facts, but the sheer expenditure of human energy required to write over two hundred letters,

besides undertaking an indefinite number of personal interviews and consulting records scattered all over the State, often uncataloged and unrecognizable, is wasteful, if heroic, and inefficient, if admirable. If the scientist is entitled to have his materials ordered in a single spot, so, it would seem, is the scholar. Why not accumulate documents in some central depot?

This, in fact, is what has been accomplished, or rather what is being accomplished at university libraries here and elsewhere. If Mr. McCormick were writing at Chapel Hill today, he could produce a far richer study with the expenditure of far less energy. The untiring efforts of Roulhac Hamilton and of others have accumulated materials Mr. McCormick never dreamed of. Ten years ago, according to the Sprunt monographs themselves, there were a million and a half cataloged documents having to do with fourteen Southern states, together with half a million uncataloged documents, in Chapel Hill alone, and today, of course, that number has increased, albeit Professor Hamilton in his article in the *Journal of Southern History* in 1944, had still some heartbreaking stories to tell of the loss of letters and records through carelessness, ignorance, and neglect.

But scholarship is more than the praise of famous men. Today we are engaged in a struggle against communism. The most persuasive argument urged by those who are skeptical of the good faith of American democracy is to point to the inferior status of Negro citizens in the United States. Europeans and Asiatics cannot understand the complexities of this problem, which cannot be solved in any doctrinaire fashion, nor by federal court decisions, nor by congressional laws alone, but only as its components are understood in their historical context by men of good will able to spread their understanding among our citizenry.

In the South certainly, and to only a

lesser degree in the North, one of the stumbling blocks in the road to improving race relations is the memory of Reconstruction—that period when, in state legislatures and under the shadow of federal bayonets, self-seeking white politicians and ignorant Negro legislators combined to rule the prostrate states. From the treatment of this period in ordinary history books two inferences have been drawn of important consequence in public affairs. The first is that Northerners do not and cannot understand the Negro problem; and the second is that the Negro is by nature incapable of political responsibility. Among the Southern states most victimized during these years was South Carolina, and cartoons and photographs of South Carolina reconstruction legislatures still circulate as proof of the truth of these inferences.

In 1932 the University of North Carolina Press published a book by two excellent Southern historians, Francis Butler Simkins and Robert H. Woody. It is entitled *South Carolina during Reconstruction* and it runs to over six hundred readable pages. So far as I can learn from historical scholars, this book has never been superseded. It is the study to which one must go if he is to comprehend what went on in South Carolina during the Reconstruction Era. It is definitive, among other reasons, because the authors consulted documents and other primary materials in six or more leading libraries, read the contributions of scores of students, and benefited from the criticisms and suggestions of Southern colleagues and historians of the South. They do not in any way conceal or sidestep the evils of Reconstruction—the graft, the poverty, the humiliation, the suffering. But when they have studied everything that they can find in the records, when they have weighed all the elements and estimated the long-run results of Reconstruction in South Carolina, they cannot agree with the simple and



melodramatic theory that the Carpet-baggers and the Scalawags and the Negroes were utterly wicked men. Evil men were among them, weak men were among them, vengeful men were among them, but there were also among them men of integrity and ability, who benefited both South Carolina and the region. In their last chapter the authors say this:

The positive contributions of Reconstruction to the permanent life of the state were considerable. In notable instances political institutions created then have survived the uprooting following 1876. The principle of the equality of all men before the law was then grafted into the judicial practice of the state and it has not since been extirpated. The same is true of the right of all to attend state-supported schools and, potentially at least, to enjoy all political and civil liberties. Although the makers of the constitution of 1895 roundly attacked the constitution of 1868, the document they produced is scarcely more than a revision of the handiwork of the Radicals. Such notable parts of the constitution of 1868 as the provisions for the organization of the courts, the codes of judicial procedure, the system of county government and school administration, the terms, and manner of election of public officials, and the system of taxation were repeated in the constitution of 1895. Many of the innovations of Reconstruction in social and economic matters not directly affected by political changes have survived to this day. The winning by the Negroes of the liberty to manage their own church affairs is an achievement which still has a powerful influence upon the character of every community of the state. The system of land tenure and labor contracts devised during Reconstruction exists today with few modifications. . . . During Reconstruction the commercial towns and villages came into being. At present they dot the map of the state . . . (pp. 561-562)

Now sober conclusions of this sort are something more than antiquarian lore. They have present meaning in the world situation. Of course the findings of Messrs. Simkins and Woody, and of others like them, are not theatrical and do

not acquire newspaper publicity. Moreover, it occasionally takes a long time for sober truth to overtake popular legend. Yet, precisely as few intelligent Americans nowadays accept as truth the doctrine of British villainy which formerly satisfied our notions of the American Revolution, so, as we slowly come to understand that the Reconstruction period was not mere blood-and-thunder, we learn that the image of the Negro fixed by demagogues is not the image the historian paints. In proportion, then, as the Reconstruction bugaboo disappears, we are less likely to be frightened to death by a ventriloquist, and in proportion as men cease to hate, in that proportion they are less likely to be governed by the passion of unreason. In proportion as you diminish the occasion of tension, you diminish distrust. It is not so long ago that the education of the Negro by Yankee schoolma'ams was held to be a special grievance of the South; today, Southern states are in some sense competing with each other to improve his educational opportunities. I do not for a moment suggest that perfection is just around the corner, and I am only too well aware of the truth in H. G. Wells's famous observation that the question before humanity is who is going to win the race between education and destruction. What I am trying to show, however, is that scholarship *does* count; it shapes or reshapes its images of our political past, it has its practical uses here and now. Unless we propose to believe like the Russians that scholarship must fit into a preconceived system of values, else we shall have none of it, in that other race, that between the demagogue and the statesman, we had better bet on the statesman. One of the principal characteristics of the demagogue is that by nature he distrusts the scholar; one of the principal attributes of the statesman is that he can learn something from history.

I have so far spoken as if historical schol-

arship were the sole purpose of a university library. Of course this is not so. A proper university library is more than a collection of records and documents, rare editions and irreplaceable manuscripts. It is even more than a repository of information for the economist, the sociologist, the astronomer, the folklorist, and the metaphysician. It is more than a collection of reference books and a library school. Long ago Thomas Carlyle remarked that the best university is a collection of books. When he said this, Carlyle had in mind something other than a set of the *Congressional Record* and a complete run of the sixty-six volumes of *Psychological Monographs: General and Applied*.

For Carlyle a library was a collection of the noblest productions of human thought as these have been shaped by the saints, the sages, and the poets of mankind. For him a library is a place to which you can confidently turn for a copy of *Faust* or of Homer, of Plato or of Dr. Johnson, of Dante, Lucretius, the *Bhagavidgita*, Thomas Aquinas—whom you will among the great names of human thought and human art in words. If you had told Carlyle that by a library you understood the public library downtown where you expected to find the best-seller of the month; or the books to be rented at the drugstore; or murders available at twenty-five cents in a rack at the railway station, he would have blasted the ground beneath your feet. And properly so. A university library exists properly for the tough-minded of our race, not for the sentimental nor for readers who pick up a book and complain if it makes them think. It is not a place for love stories, light fiction, or books of transient appeal except as volumes in these categories serve a larger purpose.

Perhaps the most perplexing development in our reading habits, nationally speaking, is that they represent the failure

of nineteenth-century hope. In Carlyle's time it was believed that the masses of mankind were hungry for the solid instruction and philosophic pleasure books of permanent merit can give, and to extend the habit of serious reading was the intent of a variety of laudable institutions. For example, innumerable Mechanics Libraries were created in Great Britain and the United States in order that industrious workmen might improve themselves. So, too, the public library developed as a mode of general intellectual culture rather than as the emotional candy store giving out ephemeral fiction its modern patrons seem to feel it must be. The church or Sunday school library came into being to satisfy the urge for self-improvement, and so did innumerable lyceums, athenaeums, and other varieties of association or private libraries. Finally, the middle class in the same era created the domestic library—those sets of great writers (Gibbon, Addison, Burke, Macaulay, and by and by Dickens, Thackeray, George Eliot, and the rest) which, by their dignity and silence, now reproach us as a breed of lesser men. Indeed, up to World War I an important writer in England and America expected as a matter of course to appear before he died in a collected edition on the shelves of such a library, as the New York edition of Henry James and the Author's edition of Mark Twain exist to testify.

Today this attitude toward the book has dwindled or disappeared. I think the last two authors in American literature to appear in anything like collected editions were, if my memory is right, Ellen Glasgow and Willa Cather. Even the international vogue of Sinclair Lewis did not create a collected edition; and we have so little faith in literary art in this country that Europeans coming here to stock American classics for their libraries discover to their amazement that we do not keep the writings of



our notable authors in print. The high cost of publishing partially accounts for this change; so, too, does modern architecture, which has abandoned the library as a special room and when it has to face the problem of books, commonly puts up a couple of planks between twin beds in the master bedroom, for books, magazines, pipe-cleaners, and an alarm clock. The architect is not wholly to blame. If the public demanded shelf space for books, it would get shelf space, but the public is characteristically more interested in housing those three enemies of the book—the automobile, the television set, and the combination radio and phonograph.

Pressures of mass appeal, censorship (official or unofficial), quickie publishing, and confused thinking about the high cost of manufacture have profoundly altered the national attitude towards the book. Attempts to keep the prices of books within the range of average pocketbooks are as old as publishing, but in the twentieth century these efforts have taken two new turns, each a disaster to the book as a serious intellectual affair. Bookstores in this country have declined in number; and publishers have sought to create new outlets through mass production. The mass production of hard-cover books is made possible through the various book clubs, each of which starts out with solemn promises to distribute only the best books carefully selected by a jury of experts, and each of which gradually slides down hill, despite public pronouncements to the contrary. The book club is by definition devoted to novelty; and although there are one or two clubs distributing the classics or serious out-of-print books, these do not greatly alter the picture. And the picture from the point of view of the book industry is that nowadays the life of a book is about three, four, or five months. The book is today the equivalent of the old-fashioned quarterly magazine, and has no

longer life than an issue of such a periodical.

The second form of mass production is the twenty-five cent book, from which great things were expected. It was supposed to reach down into a public that could not afford to buy hard-cover books, develop their taste, and feed that public into the higher intellectual ranges. The twenty-five cent book has undoubtedly discovered a new public, but it has not developed that public into a serious and thoughtful reading group. If in Great Britain the twenty-five cent book satisfied a hunger for serious reading—for example, in the Penguin series—despite the occasional appearance of Shakespeare or Webster's Dictionary on the wire stands in airports, railway stations, drugstores and supermarkets where these books are found, the twenty-five cent book has done little to keep serious reading alive. The sensational cover is an index of the difficulty. Driving from Boston to New Orleans last January, my wife and I interested ourselves to find any twenty-five cent book that was more than a murder story, a story of violence, a sensational exposé, or a "hot" love story. We could find virtually nothing. Obviously, reading taste conditioned to picking out its books by the amount of exposed bosom on the glossy covers is not likely to find Matthew Arnold exciting or to understand what existentialism is all about. I suspect there is some connection between the twenty-five cent book, with its implication that books should not long challenge your attention, and the fact that the much advertised "great books" series seems to be, not the great books, but excerpts and selections from them, cut down to a reading taste conditioned as I have suggested.

To say that the general publisher or the public library or the proponents of great books study clubs are not interested in serious reading would be a gross misstatement of fact. But it is nevertheless true that serious writing in this country faces

extraordinary difficulties; that serious non-fictional writing is more and more becoming a property of the university presses; and that university libraries are increasingly regarded as the chief bastions of serious writing and thinking in the nation. In state after state in this supposedly literate republic, if college and university libraries were to disappear, American citizens would be without access in any orderly way to the principal intellectual achievements of mankind except as occasional public libraries shelve fragmentary portions of this record. The primary purpose of a university library is, fortunately, not to please a set of whimsical patrons demanding now this novel and now that; its primary aim is steadily to collect, enrich, and preserve records of intellectual achievement from every culture and from every time. The primary necessity of the public library, on the other hand, in most cases is, and has to be, satisfying the demands of its readers for simple entertainment and simple instruction. If, in the intervals of this service or because of a lucky accident in acquiring funds for this special purpose, it also builds up collections of permanent worth, as the better public libraries have done, both the community and the library are to be congratulated upon performance above and beyond the line of duty, at least as public library patrons understand the business of the public library today. To put the matter plainly: an institution which, in response to public demand, stocks eight copies of *Gone With the Wind* is not likely also to buy eight copies of Locke's *Essay on the Human Understanding*—is, indeed, not going to have any money with which to buy one copy. A university library, however, is conceivable without popular novels, though it likes to have them as documents in taste but a university library without a copy of the *Essay on the Human Understanding* would not be a university library.

I said the university library is a bastion of serious thinking. I suggest we may now change this figure and refer to it as a central powerhouse of intellectual energy, with lines of force running from it to all parts of the state, the region, and the nation. If the librarian in the little local library cannot find the information she or her patron desires, she writes as a matter of course to the university library. If a high school teacher cannot get materials she needs, she does the same thing. A hard-pressed college teacher trying to do research work beyond the resources of the college library expects as a matter of right to borrow books through the inter-library loan system. For that matter, so does any other university library. Not only do these representative examples show how the state university library is central to the commonwealth, they illustrate also the freemasonry among scholars. So it is that the student, the teacher, the research worker expects to come to this or that university library for a longer or shorter time, to be welcomed there, and freely to use its materials. Extension courses, correspondence courses, adult education courses represent another dimension of this public relationship; and I might list also the service of the university library to business firms, alumni organizations, and study clubs. Indeed, until one has spent a day or two, so to speak, with the librarian in such an institution and watched the ceaseless traffic in printed matter to, and from the library, one has no notion of the immense activity in such a powerhouse. I spoke earlier, and I think rightly, of the university library as the conservator of useless books; but if anyone has drawn from this a picture of the library as a heap of aged tomes slowly mouldering on the desk of an absent-minded librarian, the image of books under a spider-web will quickly disappear after a single visit to the living place. The paradox of the state university library is

that it is like the god Janus, two-faced; it is simultaneously a collection of useless books in the half-humorous sense in which I have used that term; and also a collection of living print in such incessant demand that one of the principal items in any library budget is the cost of maintaining these public services.

This aspect of the university library has come into existence simultaneously with a vast shift in publishing methods and reading habits among our people. Fifty years ago, leading publishers regarded the production of books as a profession and were characteristically gentlemen of learning and culture; today, although some publishers retain this admirable tradition, publishing is no longer a profession but a branch of manufacturing, and the publisher sells books after the manner in which everything from soft drinks to automobiles is sold. It is significant that the book industry survives, not by reason of profits from the direct sale of books as intellectual productions, but from subsidiary rights that often have little to do with the philosophic or artistic merit of the work—movie rights, television rights, reprint rights, radio rights, translation rights, abridgment rights, and so on. Book advertising competes with the gaudy advertising of the theater. The industry is struggling to keep alive in the world of mass entertainment—the radio, television, baseball, Hollywood, and the more than thirty magazines having circulations ranging from one million to fifty-five million.

We may, if we like, rest content with this situation. In that event books and learning will remain the possession of a small, Samurai class of intellectuals, but the books that are generally read will become the modern equivalent of the bread-and-circus formula by which, in legend, the Roman emperors kept the populace docile and satisfied. Unfortunately, there are millions of

Americans, including many university alumni, who, though they may not know it, are, in fact, substantially of this point of view.

Or we may say that precisely as General Electric maintains its laboratories not for its own benefit only but for the general benefit of science; precisely as we think it right to protect the investigator in medicine or biology from crudely competitive processes and, by surrounding him with quiet and the proper tools, permit him to do his disinterested work for the common good; precisely as we think it right to maintain the famous Institute of Advanced Studies at Princeton or the Brookings Institution at Washington as homes for specialists to work in without fear of pressure; so we must maintain the university library as a center for disinterested thought. Indeed, as government pours its millions into science and the social sciences, neglecting the humanities in fact, we must, if we are not to throw our whole cultural life into the discard, pour more money rather than less into university libraries. For they are the laboratories and the refuge of the scholar, the humanist, the writer, and the philosopher. We cannot allow ourselves to become either a nation of robots, a nation happy in a push-button culture, or a nation drowsily content merely with faster automobiles, more dial telephones, synthetic substitutes of still greater chemical complexity, and faster-working sleeping-pills. If the university library is not the only institution in which thought for its own sake and books for their historic merit are still taken seriously, it is one of the most important institutions taking this function seriously. If, without vision, the people perish, without philosophy, a nation cannot survive. Where except in such a collection of masterpieces as is here housed and made available to all mankind, shall philosophy, that homeless spirit, go?

## Hercules and Antaeus

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ANTAEUS, the son of the goddess of the earth, was a giant of great strength who could not be overcome because he gained new vigor through every contact with the earth. He was slain by Hercules who strangled him in mid-air. Librarianship may not be a giant but it is an intellectual profession of great puissance whose potency and standing derives from the daily and intimate contact with books. The knowledge of books is our source of intellectual energy; cut off from our spiritual mainspring librarianship becomes a mechanical service unit in the lower brackets and at the very best a managerial function in the higher echelons.

There are many forces at work which impede our intimate contact with books, or to use the terminology of the Antaeus fable, strangle librarianship in mid-air. The size of our holdings and the extent of library operations are our great pride but also the agent of conspicuous difficulties. At all times and at all places librarians have described the quality of their institutions in quantitative standards, taking for granted, generally with full justification, that a uniform level of quality was maintained, in the way we compare populations largely only by figures, accepting as our tenet the equality of all human beings. We are recording the number of books in our stacks, the annual volume of acquisition, the amount of processing, the size of our circulation, and the sum of reference questions; proudly we report yearly increase in practically all these figures. However, since

we have not been able as yet to develop new methods adequate to cope with this mass production the very bulk of our work converts books into statistical items. The harassed acquisition department places daily purchase requests by the scores, but remains largely unimpressed by the value or prominence of the individual item ordered. The overworked catalog department can pay attention to technical problems only; a rare or otherwise important volume for which a printed Library of Congress card is available will receive less scrutiny than an inconsequential title whose corporate entry poses an interesting catalog problem. The hard-pressed circulation department gives books out over the counter by the hundreds and can hardly devote more circumspection to the single title than a clerk in a department store during rush hours. The reference department is so overwhelmed by the flood of requests for information and inter-library loans that its staff has scarcely the time to get fully acquainted with the reference collection proper. The bulk of our holdings and the daily acquisitions which are all potential tools for reference service remain for the most part unnoticed. The library administrator is entangled in a net of managerial and administrative issues and preoccupied with the problem of the public relations of his library. The growth of the collection looms as a fiscal question or as a storage proposition but paper work, conferences and committee meetings leave no time for the "book."

Moreover, the scope of librarianship as a field of scholarly investigation has been greatly enlarged. Branching out from a predominantly historical study of the single

book or books either in their subject implications or in the development of their physical forms we now embrace the analysis of the library as a living present-day organism. Libraries are social institutions and cannot serve their purpose well unless we understand their social implications regarding the community of which they form an integral part. Libraries exist for the reader; they are useless unless used. Librarians had to take cognizance of the field of communications and inquired about the reader and his psychological attitudes, his predisposition and behavior. And finally the problem of administration proper had to be considered from all its theoretical aspects. Large libraries are extremely complex and sensitive organisms and cannot be administered on a trial-and-error-basis. It was necessary to re-examine basic assumptions and to re-evaluate them in terms of social and technological developments in order to establish a reliable theory of library administration.

None of these developments can be obliterated, ignored or slighted; they form an essential part of modern librarianship and have greatly enlarged the intellectual horizon of the profession. Moreover, this evolution is not peculiar to librarianship alone; all intellectual professions must be vigilant lest their growth weaken the roots on which they are based. Lastly this plight is not a characteristic of 1952; the perpetual change in all the conditions which determine intellectual life has forced professions again and again to take stock of their expansion and their random adjustments.

However, these considerations do not alter the precarious drift in modern librarianship away from the book. Libraries are composed of books, and the staff entrusted with both the servicing and the administration of the collection will gradually lose

in efficiency if librarians remain aloof from the very substance of their profession. Our colleagues in public libraries are generally more book-conscious, because they cannot rely on outside help to do the "bookish work" for them, but conditions in larger university libraries have become rather critical. The position of the university faculty with regard to librarianship as a profession rather than social relations between individuals will influence the morale of the library staff. The attitude of a group does not coincide with the thinking of individuals who compose the group. The individual scholar may be progressive in his own subject field but university faculties are traditionally conservative and have been rather lukewarm to grant librarianship a professional standing. As a matter of fact many faculty members do not quite know where to place us; we neither give courses nor can we be classed with the staff of the central administration. Librarianship as the avocation of a teaching member of the faculty is a respected position but its status, if separated from teaching, is problematical.

There are two main reasons why librarians as a group have not been fully accepted. The complex problem of library records and library administration is of little interest to the average faculty member; it is not understood, is brushed aside as "mechanical work" or "that's your problem" and the difficulties of the intellectual issues involved are grossly underrated. On the other hand it is fully justified that the attention of the faculty should be concentrated on the book holdings and the growth of the collection. Unless the library staff demonstrates that it fully shares this interest it will not be accepted as an equal partner. Unfortunately many librarians fall down in this respect and do not meet even minimum standards either in book

knowledge or book interest. In many universities the library staff does not actively participate in book selection and is disposed to concentrate on the processing and servicing of the material rather than on accepting any other responsibilities.

This passive position in a question which is of greatest concern to the faculty has raised the question in the minds of many members of the teaching body whether their justified book interests would be safeguarded by a professional librarian. There is general agreement that the ideal librarian combines command of library science with book knowledge. If no person can be found who has both qualities the preference of the faculty will be given to the bookman, under the assumption that it is comparatively easy for a scholar who is trained in the use of books to learn the rules of library administration, whereas the "non-bookman" would face years of hard work in acquiring the necessary book knowledge.

It is an old diversion of mankind to compare the respective difficulties in obtaining given bodies of knowledge. It somewhat reminds me of my own teen-age days when the students of humanistic Gymnasium fought valiant battles with the pupils of the Realschule (which had substituted English and French for Greek and Latin) in the defense and honor of the rigorousness of their particular schools. Neither book knowledge nor the comprehension of library procedures can be "picked up"; both accomplishments are equally essential and both are the results of exacting theoretical training and years of experience.

Without being complacent about our performances it can be stated that the professionally trained librarian meets one of the two qualifications. However, as the duties which we have to discharge gravitate away from bookish matters we do not foster book knowledge which is a requisite for

our definition of the librarian. To state that bookman is—or should be—an attribute of librarianship implies the obligation to translate the rather vague term into a workable definition.

The dictionary explanation lacks distinctness. "A bookman knows books and has the knowledge which derives from book reading." (We may note with a smile that the term "bookman" is not always used in a complimentary sense.) What does it mean to "know a book"? It runs all the gamut from complete command of the subject-matter involved (the writer of a scholarly review), to a confused awareness of the physical existence of the title. (See the phrase: "I know the book but I haven't read it yet.") Most knowledge of old books does not imply any familiarity at all with the content of the book. Less than one percent of all bookmen, regardless of their country or scholarly position, who profess to "know" the *Hypnerotomachia Poliphili* have read the book completely or have the intention of ever reading it. The majority can identify bibliographically "the most beautiful book of the Italian Renaissance" as a production of Aldus in Venice 1499, admire the woodcuts and typographical lay-out, and apprehend its monetary value; a minority is interested in the content of this important literary document and has read an abridgment of the text. Nevertheless, they all use the identical wording: "I know the book."

The attempt to qualify precisely the "knowledge" of a bookman was unsuccessful; to approach the problem with quantitative measurements leads to absurdity. It suffices to pose the question: "How many books must I know to qualify as a bookman?" in order to realize that we are transforming a serious problem into a ridiculous jest.

No definition of "bookman" within the



framework of librarianship can be meaningful if too closely affiliated with subject specialization. The librarian who confines himself to English literature of the eighteenth century will be the bookman to a few members of the English department but his knowledge will be of little use to a medievalist or a classicist; most probably he will share the arrogant ignorance of most humanists with regard to the sciences, their literature, terminology and bibliographical control. As no human being can "know" all the subject fields represented in a large research library we have to approach the problem from another angle in order to obtain a realistic definition of the librarian as bookman.

The librarian's path to book knowledge is bibliography, bibliography defined as the record of all human endeavors as documented in readable form, with special emphasis on the relation between the author's original manuscript and the text or texts which are at our disposal. Books are commodities, they are produced and sold, and like any other product they owe their effective reality to the combination of two forces, the inventor and the producer. In the consumption of most commodities we are no longer conscious of this characteristic relationship. The personality of the original inventor has been forgotten or it has been fused into an anonymous group of research workers who have continuously improved upon the original conception. The producer (manufacturer) does not fare better; except for some merchandise characterized by their trade marks, his name is of no importance to the customer.

The link between the book and its inventor (author) and producer (publisher) is plain, perceptible and lasting. No book can exist without an author whose name is permanently connected with it; a publisher is necessary to convert the author's manu-

script into a commodity available for use and his identification is compulsory for the characterization of a given copy. Editions are altered and are recognized by publisher's names and dates and in many cases the single copies in one edition show significant variations. Bibliographical analysis is the exact identification of the place a given copy has in the production of a publisher. The bibliographical entity thus determined constitutes the cataloging unit of our records.

In addition to this bibliographical singularity the single copy may be characterized by its general condition, its binding and association value. All commodities can gain additional prominence because of a former association with notable personalities, but it will be mostly a sentimental value. A chair which had been owned by Milton will be highly appreciated but it will contribute nothing towards a better understanding of the poet; however, a book from Milton's library will provide added insight into his personality. All that holds true not only for books printed before 1820, where copies within one edition may differ widely, but to a large extent for all books in our libraries. Every title is a microcosm in itself, unique in the particular form we have at hand; the appreciation of this characteristic fact is the psychological prerequisite of the librarian's book knowledge.

An effective approach to our field is the study of the physical appearance of the book in its historical development. But forms without content are empty; the historical investigations on libraries, book manufacturing and book trade must be broadened to a comprehension of the literary activities of mankind, in the sense of Graesse's *Literärsgeschichte* (broader in concept than the usual *Literaturgeschichte*). Libraries are service institutions and our

(Continued on page 34)

By ANDREW J. EATON

## Toward a State-Wide Newspaper Microfilming Program

*Dr. Eaton is associate director, Louisiana State University Library.*

THIS IS A CASE STUDY of the problem of preserving local newspapers on microfilm. It has a three-fold purpose: (1) to describe what has already been done in the way of filming Louisiana papers, (2) to outline what remains to be done, and (3) to suggest a cooperative program in which Louisiana libraries can pool their efforts to complete the job. It is presented with the hope that it may be of use to librarians contemplating state-wide newspaper filming programs, both as a warning of some of the difficulties involved and as a description of procedures developed through trial and error in one state.

The deterioration of newspaper files presents an urgent problem for librarians, publishers and scholars throughout the country. Unless systematic action can be taken on a large scale in the near future, a large body of valuable source material will be irreparably lost. The seriousness of the matter is attested by the fact that the recently appointed ALA Committee on Cooperative Microfilm Projects has decided to give first priority to the preservation of American newspapers. This Committee has begun by sponsoring a nation-wide survey of existing newspaper files. With the results of this survey in hand, the Committee will attempt to encourage the microfilming of papers in all forty-eight states.

Although the work of the Committee on Cooperative Microfilm Projects represents

one of the first attempts to cope with the problem on a nation-wide basis, there have been numerous efforts on a smaller scale to preserve newspapers. Several types of agency have participated in these activities: individual libraries, state historical societies, state library associations, commercial firms, individual publishers, and learned societies. Among libraries, the Library of Congress, the New York Public Library and the University of Chicago Library, for example, have filmed considerable papers from all parts of the country. The Wisconsin State Historical Society has been especially active in filming current Wisconsin papers. At the present time this institution is filming over 300 weeklies and about 35 dailies published in the state, as well as 250 labor and trade union papers from all parts of the country. The Missouri and Kansas State Historical Societies also have been carrying on ambitious programs of newspaper preservation, the Missouri Society having been engaged in the work since 1937. The California Library Association, through an active Committee on the Conservation of Newspaper Resources, has made considerable progress in developing a state-wide plan for newspaper preservation, and has attempted with some success to coordinate the efforts of a number of large libraries with active filming programs. Among commercial firms the Recordak Corporation, a subsidiary of Eastman Kodak, is probably the largest and best-known producer of newspaper microfilm. Individual publishers have in some instances gone into the microfilming business



on their own, thinking apparently that they could do the job for themselves at less cost. The New Orleans *Times-Picayune* project is an example of this type of filming venture. Among learned societies the American Council of Learned Societies has pioneered in the newspaper field by sponsoring the filming of Negro papers on a nation-wide scale. The actual filming in this instance was done by the Library of Congress.

### *The Problem*

The newspaper problem confronting Louisiana librarians may be summed up in a few simple propositions:

1. Newspapers are a valuable source of information for the study of local and state history. As such they should be preserved and made available to present and future investigators.
2. Of the hundreds of different papers published in Louisiana since 1794 when the *Moniteur de la Louisiane* first appeared in New Orleans relatively few survive in complete or nearly complete files today. The number of papers lost or destroyed is so large as to be almost unbelievable.
3. Of the papers which have been preserved, a large number, particularly those published since about 1870, are on wood pulp paper. This paper yellows and crumbles when exposed to light and air. In time it disintegrates to the point where it can scarcely be used.
4. A good many of the papers still in existence are located in publishers' offices, parish court houses and in private homes and offices. Most of these files are inadequately housed and subject to destruction by fire, insects and general neglect. Even where they are well cared for they are often inaccessible to scholars and other people who want to use them.
5. Of the newspaper files which survive, whether on wood pulp or some more

durable type of paper, many are scattered in two or more locations, both within the state and outside, so that readers are frequently inconvenienced and impeded in their use of the papers.

There are various good reasons to explain why newspapers are difficult to preserve and why so few of them have survived. Of primary importance is the factor mentioned above, the perishability of the wood pulp paper. This applies to papers in libraries as well as to those which are less adequately housed. Regardless of the care which is given them, these files deteriorate steadily unless they are stored in darkened vaults under strict temperature and humidity controls and unless they remain unused. Another factor is the form of the papers. Because they are bulky they are difficult to store and expensive to bind. Unbound and inadequately housed, they are an easy prey for insects and other destructive agents. A third explanation is the lack of appreciation of the value of old newspapers. It is only within the last seventy years that scholars themselves have used newspapers as source materials. To the layman a newspaper is a common article of no monetary or other worth except perhaps as waste paper. With a few exceptions even publishers have been lacking in appreciation of the value of newspapers. Some of them have used their own files of the past decade or two for the purpose of weekly "looking backward" columns, but even this immediate utility has in many cases been insufficient to persuade them to bind and preserve their papers.

In the absence of any accurate figures on newspaper production in Louisiana, one may hazard a conservative guess that there have been perhaps 850 different papers published in the state during the past century and a half. The most comprehensive list, which is incomplete, contains about 800 titles. Edward L. Tinker's *Bibliography of the*

*French Newspapers and Periodicals of Louisiana* (1933) lists 221 French papers alone. According to Tinker, these publications "sprang up in Louisiana like mushrooms and died like flies during the nineteenth century." Of the 850 titles, no more than a handful have been preserved in complete form, and not more than a fourth survive in substantial runs.

#### *Microfilm as a Solution*

The development of microphotography within the past fifteen years has opened up new possibilities in acquiring and preserving newspapers. As a solution of the problems posed by newspaper files, microfilm offers several advantages: (1) It provides a means for the permanent preservation of papers which would otherwise deteriorate or be destroyed. (According to government tests, film can be expected to last at least as long as the best rag paper.) (2) It offers the possibility of bringing together papers which are scattered in two or more locations, so that there is on microfilm a more complete file than is available anywhere in the original. (3) It makes papers more readily available to users by providing copies where the originals are not conveniently accessible. A publisher in North Louisiana, for example, may possess the only existing file of his paper. By means of film, a copy of this file can be provided for users in Baton Rouge or New Orleans. (4) It makes possible a considerable saving of space in the storage of newspaper files. A small roll of film can be housed in a fraction (about 2%) of the space required to accommodate bound newspapers.

A good beginning has already been made in the preservation of Louisiana newspapers on film. Some papers have been filmed by the Recordak Corporation, some by the publishers themselves, some by the Library of Congress and some by the Louisiana State University Library.

According to information received from the company, Recordak is now filming two Louisiana papers: the *Shreveport Journal* and the *Shreveport Times*. The publisher has borne the expense of filming in both cases. Positive copies of the film can be obtained from the Recordak Corporation through the publisher.

At least one Louisiana publisher has undertaken his own filming project. Several years ago the *Times-Picayune*, a New Orleans daily paper, began the ambitious project of filming its back files from 1837 to date. The work has progressed without serious interruption, and will eventually be completed. (The years 1837-1917 have been finished as of February, 1952.) Positive copies of this film will be available for purchase. Even before the back file was completed, recent volumes (beginning in January, 1951) were filmed and offered to subscribers.

The Library of Congress has filmed two groups of Louisiana papers, the first consisting of early Alexandria and St. Francisville papers in its own collections, filmed at the request of the L. S. U. Library, and the second comprising five New Orleans papers which were filmed as a part of the Negro Newspaper Microfilming Project under the sponsorship of the American Council of Learned Societies.

The Louisiana State University Library began its program of newspaper microfilming four years ago with the opening of its new Microfilm Department. From the very beginning this program has been a major part of the Department's work. The program was undertaken as a completely non-profit venture for the purpose of preserving papers and of making them available to users. During the four years of its operation the Department has produced more than a thousand rolls of newspaper film, representing about 50 different papers. The work has been carried on in addition to

the filming of books, journals and manuscript material in response to requests from both L. S. U. students and faculty and from libraries and industrial firms throughout the state and region.

The newspaper files filmed under the L. S. U. program include titles published in 30 different cities and towns in the state. Almost all sections are represented, from Benton, Bastrop and Lake Providence in the north to Abbeville, St. Martinville and Thibodaux in the south. The first papers filmed were the Baton Rouge dailies (the *State Times* and the *Morning Advocate*), which were done with the cooperation and financial assistance of the publisher. Another paper filmed early in the program was the *American Progress*, the political organ of the Huey Long organization during the 1930's. Some of the titles filmed, such as the *Louisiana Democrat* (Alexandria) and the *Bossier Banner* (Benton), date from the ante-bellum period. Beginning in the late 1860's or 1870's there are good files of such papers as the *Iberville South* (Plaquemine), the *Thibodaux Sentinel*, the *Colfax Chronicle*, the *Assumption Pioneer* (Napoleonville), the *Tensas Gazette* (St. Joseph), the *Abbeville Meridional*, and the *St. Tammany Farmer* (Covington). For the 1880's there are the *Morehouse Clarion* (Bastrop), the *Teche News* (St. Martinville), the *Madison Journal* (Tallulah), the *Lafourche Comet* (Thibodaux) and the *Banner Democrat* (Lake Providence). The 1890's are represented by such papers as the *Era Leader* (Franklinton), the *Clarion News* (Opelousas), and the *St. Francisville Democrat*. Approximately half of the titles filmed began publication after 1900.

#### Procedures

A brief account of the procedures followed in the L. S. U. microfilming program will illustrate some of the problems in-

volved. The first problem was to find out what papers are still in existence. Fortunately, there are several guides to newspaper resources in the state: (1) the best of these is the so-called "WPA List" or, more correctly, *Louisiana Newspapers, 1794-1940: a Union List of Louisiana Newspaper Files Available in Offices of Publishers, Libraries, and Private Collections in Louisiana* (prepared by the Louisiana Historical Records Survey, Division of Community Service Programs, Work Projects Administration, and issued in mimeographed form by the L. S. U. Library, October, 1941) which, though incomplete and to some extent inaccurate, is a mine of information about Louisiana newspapers and the location of existing files; (2) E. L. Tinker's *Bibliography of the French Newspapers and Periodicals of Louisiana* (Worcester, American Antiquarian Society, 1933), a pioneer work which locates files of many of the papers included; (3) *American Newspapers, 1821-1936: a Union List of Files Available in the United States and Canada* (edited by Winifred Gregory under the auspices of the Bibliographical Society of America, 1937) has been useful for the location of issues of Louisiana papers in libraries outside the state; and (4) *Newspaper Files in Louisiana State University Library*, a mimeographed list prepared by the Library in 1947, contains detailed information about L. S. U. holdings, much of which is not in the WPA List. In addition to these published lists we have had access to more recent information about publishers' files and library holdings, assembled through correspondence by two Louisiana Library Association Committees.

Valuable as these sources have been, they have had to be supplemented by correspondence with librarians and publishers and by field trips. Actual visits to publishers' offices, court houses and the residences of individual owners of newspaper files are

often the only satisfactory way of determining what papers are available.

After surveying the available information regarding existing files of newspapers, we next faced the problem of where to begin. At this point the decision was made to concentrate first on files located *outside* libraries. This decision was based on the fact that newspapers housed in publishers' offices, parish court houses, private homes and places of business are, as a rule, inadequately cared for. We knew that many of them had already disappeared. By giving them first priority we hoped that we might thereby preserve some which would otherwise be destroyed.

The next problem was to obtain the papers which we had decided to film. This meant bringing the files to the L. S. U. campus where they could be filmed on a large stationary camera especially designed for newspaper work. For this purpose the cooperation of the publishers had to be obtained, and this proved in many cases to be no easy task in spite of the fact that, for weekly papers at least, there was no financial or other obligation on their part. While some publishers were responsive and eager to cooperate, many of them displayed little or no interest, even to the point of ignoring correspondence completely. Some of them undoubtedly knew nothing about microfilm, and could make no sense whatever of proposals relating to it. Others understood the purpose of filming, but could see no practical advantage to themselves in participating in such a project. A few valued their files so highly that they were reluctant either to lend them or to run the risk of having them damaged in the filming process. One publisher was so proud of his unique files of several early papers that he would not permit filming because others would thereby obtain copies. Another was interested in selling a duplicate fifty-year file of his paper and felt that filming would spoil his chances

of finding a customer. In one unique instance, the owner of certain older papers happens to be a company which makes a business of searching land titles. This company is located in a parish whose court house was destroyed by fire forty-two years ago. The only records surviving are in the possession of this company, and these include the succession and probate records printed in the local newspapers. These records have an extremely high monetary value to the company for the simple reason that there are no duplicates. To permit filming them would be to run the risk of throwing away this advantage. For this reason, these newspapers will probably never be made available to the public. The loss is a serious one, which is mitigated only by the knowledge that the papers will be very carefully preserved.

Transportation proved to be another problem involved in obtaining papers. In most cases publishers, even when they wanted their files filmed, were not sufficiently interested either to bring their papers to the Library or to pack them for shipment. This meant that the Library usually had to assume responsibility for transportation both ways.

Having been brought to the Library, the papers next had to be prepared for filming. The collation of the files involved page-by-page examination to detect missing issues, errors in dating or page numbering, and torn or damaged pages. All these imperfections were carefully marked for the attention of the camera operator. Torn pages were mended, and a record of missing issues was prepared. This job requires painstaking accuracy and attention to detail, and it has consumed considerable time on the part of L. S. U.'s Newspaper Librarian.

When the file had been collated, the next step was to locate missing issues. This was done by writing to the publisher and to other libraries which, according to the published

guides, are supposed to have issues. Publishers have been able occasionally to supply missing papers either from their own files or from individuals in the community. Other libraries have been extremely cooperative in supplying issues needed to fill gaps. The assistance received in this way from the Tulane University Library, the Louisiana State Library and the Louisiana State Museum has been especially valuable. Libraries outside Louisiana have also cooperated in supplying microfilm copies of scattered issues in their possession. In the case of one of the Baton Rouge papers, issues were obtained from seven different libraries including three outside the state. This kind of library cooperation is essential to the success of any filming program.

#### *Papers Yet To Be Filmed*

What other papers should be filmed? With respect to back files, perhaps the chief criterion is availability. We shall probably want to film most of the files which have been preserved. A survey made recently for the Committee on Cooperative Microfilm Projects provides a list of papers for the period since 1870. This list contains about 150 titles, which run to approximately 3½ million pages. If the L. S. U. Library were to film these papers, the job would take about thirteen years.

Then, there are the older papers published prior to 1870 and of which there are no files surviving beyond that date. No study has been made of the number of these files still in existence. They are listed in the WPA List, of course, and also in Gregory's *American Newspapers, 1821-1936*. Most of them are New Orleans papers which have been preserved in the Archives of the New Orleans Public Library and in the Louisiana State Museum. The number of these files located outside libraries is relatively small.

What about current papers? We know

that about 130 of them are now being published in the state. One solution might be to film all of them. This comprehensive coverage is apparently being achieved in Wisconsin where there are more than 300 papers issued currently. For Louisiana a selective policy seems more realistic, however, from the standpoint both of financing the program and of the value of the papers. Under such a policy the principal criteria of selection might be (1) geographical location and (2) the importance of the papers. There should probably be at least one paper filmed from each of the state's 64 parishes. Beyond this the factor of "importance" could be decisive, as indicated by such matters as (1) circulation, (2) prestige in the community, (3) value as a record of the official business of the parish (some papers are designated as "official journals" of parishes, school boards, levee boards and other governmental agencies), (4) value as a mirror of community life and opinion, and (5) journalistic excellence. Additional factors which might be considered are the availability and extent of the back file. Other things being equal, it would probably be preferable to select a current paper whose back file is extensive and is already on film than one which has been established recently.

Justification for filming current papers is not difficult, particularly in the light of experience with back files. To the investigators of the future, present-day papers will doubtless be as important and useful as a guide to local happenings and opinions as the newspapers of the 1850's are to scholars of the present day. If these current papers can be preserved now while they are readily available and in good condition, many of the difficulties now being encountered in the filming of older papers will be obviated. Microfilming on a current basis means that the job will be done once and for all, with a minimum of effort and expense.

What factors should determine priority of filming, once the list of available or preferred papers is compiled? As between current papers and older files, the latter should undoubtedly be filmed first even though this means deferring a program for current issues. This has been done at L. S. U. A beginning has been made on the current papers, however, by filming the latest years of those titles whose back files have been filmed. The volume of such current papers has not been sufficient to interfere with the work on the back files, and the problem of publisher cooperation has already been solved for these titles.

In deciding on a priority list for older papers there are several factors to consider: (1) type of newsprint (wood pulp or rag), (2) location of the files, (3) importance of the papers, and (4) condition of the files. In general, it is the wood pulp papers of the period 1870 to date which deserve first attention because of their perishability. Almost equally important, however, is the matter of location. Files in publishers' offices and in private hands, whether on wood pulp paper or not, should be filmed without delay if they are to be preserved. The importance of papers for research is another factor to take into account. Generally speaking, present-day historians are more interested in early papers (i.e., prior to 1880) than in those published later. And they are more interested in some parts of the state than in others. These preferences on the part of scholars have been determined, and they will be useful in the assignment of priorities. A final consideration may be the condition of back files. If a paper is on the verge of complete disintegration, it should obviously be filmed even though it is neither in a publisher's office nor among the first group of titles in importance for research. The Lake Providence papers in the L. S. U. Library are an example of files which were filmed simply because of their poor condition.

The assignment of priorities, even when based on the above factors, involves arbitrary decisions and a good deal of guess work. Furthermore, the priorities must always be subject to revision as the factor of availability enters in. The files which look most promising in the published guides may turn out upon closer investigation to be either nonexistent or available only after prolonged negotiation and delay.

#### *Sources of Funds for Financing Filming Projects*

Although perhaps less expensive than other methods of preserving newspapers, microfilming costs money. The initial expense of setting up a Microfilm Department, including the cost of a special camera and processing equipment, is considerable. Skilled personnel to operate the Department represents a substantial outlay. And to these must be added the cost of the film itself and the expense of transportation, to mention only the most obvious items.

Who is going to pay the bill for a state-wide program of newspaper preservation? There appear to be two possible sources of funds for financing microfilming projects: (1) libraries and publishers in the state and (2) philanthropic foundations interested in supporting broad educational and cultural programs.

Libraries and publishers in the state bear the major responsibility for preserving local newspapers. By pooling their efforts in a planned cooperative program, they will be able to achieve substantial results within the next few years. Such a cooperative program, based on a division of responsibility among interested libraries and publishers, might operate along the following lines:

##### *1. Parish weeklies*

In its own filming activities thus far the L. S. U. Library has concentrated chiefly on the back files of "parish" weeklies—i.e., weekly papers published outside New



Orleans. As indicated above, this decision was based on the urgent need for action to preserve these papers. The cost of filming these files and of purchasing positive copies where necessary has been borne almost entirely from the Library's funds. Many of these files remain to be filmed, and L. S. U. intends to continue its emphasis on this type of paper.

### 2. New Orleans papers

Like L. S. U., the large libraries of New Orleans have a two-fold interest in newspaper filming. To them it offers a solution of the problem of preserving valuable collections, and it makes possible greater accessibility of materials needed by the users of these libraries. It would seem logical that the Tulane University Library, the New Orleans Public Library, the Louisiana State Museum and perhaps other institutions should assume responsibility for filming some of the older New Orleans papers in their own collections. This would represent a division of responsibility based on both interest and present holdings.

### 3. Parish dailies

With New Orleans papers and the parish weeklies taken care of, there remains the problem of daily papers published in some of the smaller cities, e.g., Alexandria, Crowley, Lafayette, Monroe, New Iberia, Opelousas, Ruston. Being parish papers, these files fall within the field of L. S. U.'s interest. Because they are daily papers, however, the cost of filming extensive back files is usually too great for one institution to bear alone. These papers appear to offer an excellent opportunity for cooperative projects on the part of local public and college libraries and publishers. Since they are all interested in preserving local papers and in having access to back files, they should be able to agree on a division of the cost

which would not overburden any of them. It is hoped that the libraries in one or two of the cities mentioned may be willing to explore the possibilities of this kind of cooperative arrangement in the near future.

It may be that financial support for newspaper filming can be secured from one or more foundations. This, at any rate, is the hope of the Committee on Cooperative Microfilm Projects. Such foundation support as can be obtained for Louisiana should probably be devoted to the filming of older New Orleans papers and of some of the parish dailies. So many titles have been published in New Orleans and the extant files are so extensive that some outside assistance will undoubtedly be necessary to finance an adequate filming program for these papers. The possibility of foundation aid should not deter Louisiana libraries, however, from going ahead to the limit of their present resources. The fact that there is an active program in the state with solid accomplishments behind it and a well-defined plan for future operation should greatly strengthen any request for foundation assistance which may be made in the future.

### *Availability of Films*

The question of how microfilm copies of Louisiana newspapers can be made available to users is one which naturally concerns libraries both within and outside the state. Once the papers are copied, what will become of the film? Will readers have to go to L. S. U. or to some New Orleans library to use it? Or will there be positive copies of the film for use in other parts of the state? Or can the film be borrowed on inter-library loan to meet specific requests?

These are difficult questions, and no easy answers to them can be given here. Libraries have had little or no experience in lend-

ing microfilm, and it is too early to say what practices will become accepted. In place of definite answers, the following observations may be pertinent:

1. Positive copies of newspaper files can easily be made from negative film. For a paper that is used frequently, positive copies in two or more locations are probably justifiable.
2. Positive copies of extensive files, however, are fairly expensive. For infrequent use some other alternative may be preferable. If libraries spend their funds lavishly for extra copies, there will be less money available for making negative

films of papers which should be preserved. The indications are that many libraries are willing to adopt generous lending policies, even to the extent of lending negative film. The fact that film is easily damaged will make it necessary for lending libraries to insist that their film be used only on high-grade reading machines and under strict supervision.

3. A policy of liberal lending of microfilm is an essential part of a cooperative newspaper filming program in which many libraries share the cost of producing the negative film:

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## Hercules and Antaeus

*(Continued from page 25)*

studies of the past must be organically linked with an understanding of our immediate and most pressing problem, current bibliographical control.

There can be no doubt that most librarians are vitally interested in books and are painfully aware of their lack in book knowledge. Many recent experiences have shown that the library staff responded en-

thusiastically to every opportunity to broaden their knowledge. It is the duty of all of us to make this interest active. In preparing work schedules, in fostering continuous in-service training, in preferment and promotions within the library, book knowledge should be considered an important factor. The entire profession must be conscious at all times that the first half of librarianship is *Liber*.



## Defrosting a Frozen Asset: The Publication of Doctoral Dissertations

*Dr. Tate is director of libraries, Massachusetts Institute of Technology.*

AFTER the baccalaureate, advanced academic degrees except honorary awards are achieved by a combination of formal study, examinations and the completion of a significant piece of advanced research, in the terms of the university catalog "an investigation together with the written report and interpretation thereof on a subject approved by a departmental committee on graduate students in advance of the beginning of research." Physically the report is usually a typed manuscript prepared with a good deal of pain in accordance with precise regulations on format that is deposited in the university library. At certain universities candidates are still required to publish their dissertations or guarantee publication. In most cases only a typewritten original and the number of carbon copies that the candidate can persuade or afford to subsidize his typist to make are prepared and one or more copies are deposited in the library. These doctoral dissertations original manuscripts for the most part are usually available in one place and at best can be consulted elsewhere only through the slow and restricted provisions of the inter-library loan system. They form a gigantic frozen asset of American scholarly research.

It has become fashionable to pooh pooh the value of the dissertation and to term it a mere intellectual exercise of little real

significance or practical value, and it would be foolish to deny that some dissertations are rarely if ever read again even by the authors. Conversely others are extremely important. Scoffers might ponder the fact that in the period 1949-51, 6324 doctoral dissertations were requested on loan from 44 research libraries. Of these 5155 were available and 1169 were not. Despite existing difficulties in locating titles and gaining access to the dissertations themselves, there is a real and growing demand for the products of doctoral research.

In 1913, Charles A. Flagg prepared *A List of American Doctoral Dissertations Printed in 1912* which was issued by the Library of Congress. It was, incidentally, a volume of 106 pages listing 261 titles supplied with an alphabetical and a classified list arranged under the broad classes of the Library of Congress scheme, a subject index and a list of authors by institutions; it was available from the Government Printing Office at a price of 30 cents. This list appeared annually until 1938, but an important qualification of its research value was the premise on which it was compiled: "The list contains only the dissertations received by the Library of Congress, and is not, therefore, to be considered in every instance a complete list of dissertations issued at a given university." Meanwhile the Association of Research Libraries undertook to compile *Doctoral Dissertations Accepted by American Universities*, of which, Number

1, 1933-34, edited by Donald B. Gilchrist, was published in 1934 under the joint auspices of the National Research Council and the American Council of Learned Societies. In the preface it was pointed out that the recording of American Doctoral Dissertations has been "fragmentary and haphazard," and that the present list which carried on in much the same form as earlier lists published by the National Research Council includes all fields of study. The most recent volume of this series, Number 18, 1950-51 compiled for the Association of Research Libraries and edited by Arnold H. Trotter and Marian Harman listing 7477 dissertations in 266 pages is available at a price of \$4.50. In the period 1913-1951 the number of titles recorded has multiplied more than 28 times. In the same interval printing requirements and availability have frequently changed. Of 105 degree granting institutions listed in the current volume with some qualifications in each instance, 36 require printing, 43 publish abstracts; all but three supply manuscript copies to the library, and of the three not placing manuscript copy in the library two require printing. Most of the institutions, although not all, regularly loan either a typed manuscript or a printed copy of a dissertation, or can arrange to supply microfilm reproductions.

In 1938 a private publication venture addressed to the publication of dissertations made a modest 32 page debut with the publication of Volume 1, Number 1 of *Microfilm Abstracts* by University Microfilms of Ann Arbor, Michigan. Subtitled "A Collection of Abstracts of Doctoral Dissertations and Monographs Available in Complete Form on Microfilm," the volume resulted from an interest in the use of microfilm as a publication medium. The essentials of the plan included the submission by the author of the original typed manuscript dissertation together with a 600 word abstract. After

being reproduced on 35 mm. microfilm, the manuscript is returned, and the master negative placed in storage. The abstract is printed in *Microfilm Abstracts*, which was circulated without charge to leading libraries in the United States and abroad, and to certain journals and abstracting services. Catalog entries are forwarded to the Library of Congress where printed cards are made and distributed. The fee for these services, payable either by the author in lieu of conventional publication or by the degree granting institution, at the outset was \$15.00 but at the date of writing is \$20.00, irrespective of the length of the original manuscript. If the research worker after consulting the abstract wishes to read the complete paper he may secure direct from University Microfilms either a positive microfilm made from the original negative at a per page cost of \$.0125 (one and one quarter cents) or enlarged paper photoprints at \$.10 (ten cents) each. Publications in this form are eligible for copyright protection. The plan has been described as approaching the ideal enunciated by Binkley as publication to order in editions of one. An increasing number of universities and other degree granting institutions have favored the plan, and the current Volume XI, 1951 of *Microfilm Abstracts* totals 1212 pages, that however include a relatively small number of monographs which are not dissertations.

For the past two years a committee of the Association of Research Libraries has been engaged in studying the problem of dissertation availability. The committee includes Ralph E. Ellsworth, director of libraries, Iowa State University (chairman), Ralph Sawyer, dean of graduate studies, University of Michigan, Henry Silver, staff consultant on publications, American Council of Learned Societies, and Vernon D. Tate, director of libraries, Massachusetts Institute of Technology. After surveying the field

with some care the committee concluded that beyond question dissertations are valuable and useful research materials and that the existing methods of dissemination are completely inadequate. Three principles were formulated as a basis for attempting a solution of the problem:

- (a) That all doctoral dissertations accepted by institutions of higher learning in the United States should be published in order that the information they contain can be more effectively communicated than is possible through a costly and inefficient and in any case incomplete system of interlibrary lending of manuscripts or printed copies.
- (b) That the form of publication is of no special importance to the committee.
- (c) That abstracts and other information necessary for locating published dissertations should be made regularly available in one central bibliographical source.

Conventional publication in the form of articles, monographs and books, if financially practicable and if combined with suitable bibliographical apparatus, would supply an answer. This traditional approach has completely failed thus far and with rising costs of printing it is apparent that scholarship cannot absorb the expense of publishing approximately 6000 odd dissertations completed each year. Auxiliary techniques of publication, microfilm, microcards and microprint were investigated, with particular attention to the plan developed by University Microfilms. It appeared that with certain alterations the University Microfilms plan offered real advantages. The obvious point that centralization of dissertation publication in the hands of a single commercial enterprise might not be desirable was thoroughly explored. It was pointed out, however, that traditionally and practically commercial publication is the universally accepted channel for disseminating

scholarly material and if completely available without subsidy for dissertations would solve the problem. Moreover, adequate safeguards can be developed to protect all participants.

Accordingly, a plan was perfected which provides bibliographical control through the continued publication of *Doctoral Dissertations Accepted by American Universities* and the issuance of a new bi-monthly abstracting publication combined with effective arrangements whereby any dissertation listed can be made available in the form of 35 mm. microfilm or enlarged paper prints in editions of a single copy to order at moderate prices. The plan, accepted and approved by the Association of Research Libraries at its winter meeting, includes the following provisions:

1. University Microfilms of Ann Arbor, Michigan will become the central agency for the publication of abstracts of doctoral dissertations, and with certain reservations the source of complete texts of dissertations.
2. *Microfilm Abstracts* formerly published as a quarterly will be discontinued. A new publication *Dissertation Abstracts* will be created to publish abstracts of dissertations and title listings. It will appear six times per year with the sixth number comprising the index for the year by title and author. It is projected that the annual indexes will be supplemented by five year cumulations. *Dissertation Abstracts* will be available on a subscription basis at \$6.00 per year.
3. Interlibrary loan of dissertations will be discontinued.
4. Participation in the plan by degree granting institutions is voluntary and may be achieved on any one of the following bases:
  - A. *Full participation*—fee \$20.00 per title; will include the preparation of a master microfilm negative from the original dissertation shipped to University Microfilm, Ann Arbor; storage of the negative and the production of positives to order at the

standard rate (approximately \$.014 cents per page) and the printing in *Dissertation Abstracts* of an abstract of up to 600 words. It will not include the cost of a positive microfilm to the depositing university library or a free copy of *Dissertation Abstracts*.

B. *Limited participation*—fee \$12.00; institution will make the master microfilm negative to established specifications and will send it to University Microfilms for servicing; includes the printed abstract but does not include a positive copy or a copy of *Dissertation Abstracts*.

C. *Limited participation*—fee \$15.00; institution makes and services the negative or other facsimile. Includes printing of 600 word abstract as above but not a copy of *Dissertation Abstracts*.

1.) The full text may be made available as:

a. book b. journal article c. microfilm d. microcard e. microprint f. other type of reproduction

D. *Limited participation*—fee \$2.00; title listing only. (For institutions publishing their own abstracts of dissertations and prepared to supply copies of the full text.); includes printing of title in annual index (two places, title and author index) and in the five-year cumulation.

The plan as it was finally developed represents considerable study on the part of the committee. It completely meets the three basic principles, namely, that all doctoral dissertations accepted by institutions of higher learning should be published; that the form of publication is of no special importance; that abstracts and other information necessary for finding published dissertations should be made periodically available in one central bibliographical source.

It is important to note that participation in the plan can be achieved on any level to meet the needs of any institution. If, for example, a university possesses the requisite

facilities to make the master microfilm negative, it may do so and then either retain the negative for servicing in its own laboratory or send it to University Microfilms for servicing, in either case supplying an abstract for publication in *Dissertation Abstracts* in order to complete the bibliographic record. The same situation will prevail should the dissertation be printed as a book or monograph, made available on microcards or published as a research report, for publication obviously does not depend on the availability of a microfilm copy. If in addition the institution publishes its own volume of abstracts then title listing only will ensure the bibliographical record. Possibly central publication of abstracts of dissertations might reduce the cost below the level of an individual volume and result in a saving in printing costs although this point remains to be determined.

For the candidate, the plan will insure prompt publication of his dissertation, afford it a place in the literature of his field without undue financial burden; at the same time it will afford him copyright protection if desired without in any way prejudicing plans for future publication of his dissertation as a book or monograph. Scholars and users of dissertations will be able to survey a particular field far more readily than in the past and having located material be insured of prompt access to it. It is true that scholars will have to learn to use a new bibliographic tool, and that reading from microfilm is considered by some to be less convenient than reading from the original text, although those who have encountered poor carbon copies might be inclined to debate the point. It might be that with the publication of all dissertations the quality of research and reporting which has been questioned in some quarters will improve. For the librarian as for the research worker

(Continued on page 45)

## Organizing Serial Records at the Ohio State University Libraries

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THE HISTORY of administrative records development at the Ohio State University Libraries is, perhaps, typical of many institutions. Growth was slow, the necessity for administrative efficiency of records was not compelling, and as a consequence, the design and maintenance of serial records was a matter of small importance. Two factors conspired to turn this relatively pleasant situation into a problem of unmanageable proportions. The first was the law of exponential growth of libraries which has been effectively suggested by Fremont Rider.<sup>1</sup> A collection growing by geometric rather than arithmetic proportions does not allow time for unorganized, evolutionary adjustment in records keeping. The second factor was the lean years of the depression which, of necessity, caused the library to break its serial records down into units small enough to be mastered by clerical personnel and student assistants. Attempts to integrate and centralize serial records were postponed by equipment and personnel shortage incident to World War II.

At the time that Ohio State found it possible to remedy the situation, the library maintained the following serial records:

1. Public dictionary catalog (recorded editors, titles, cross references. Referred to the public periodical catalog for holdings)
2. Public periodical catalog (recorded

<sup>1</sup> Rider, Fremont. *The Scholar and the Future of the Research Library*. New York, Hadham Press, 1944.

- titles, cross references and holdings of cataloged serials)
3. Shelf list (recorded bound and unbound classified holdings)
4. Sheet shelf list (recorded accession numbers and supplementary notes which are too voluminous to go on the shelf list card)
5. Accession book (recorded each bound serial with its accession number)
6. Order card (recorded complete bibliographic record, date of order and receipt, price, and dealer)
7. Bookkeeping record (recorded payment of bills for subscriptions)
8. Checking record (recorded current receipts, binding information, claims)
9. Binding dummies (filed in circulation department file to designate volumes at the bindery)
10. Unclassified file (divided into eight sections for U.S. documents, state documents, local documents, agricultural experiment station reports, etc. Records receipts and holdings)
11. Travel catalog (maintained by the catalog department so that a temporary card could be placed in the public catalog when a card was withdrawn to record additional holdings)
12. Continuation file (a file maintained by the purchase division to record annuals, yearbooks, etc.)

During the time that this multiplying of records was taking place, the serial collection at Ohio State continued to grow until at the time of the survey we had 18,513 classified titles of which 4,633 were being currently received. It is estimated that we receive 658 documents of a serial nature, and 725 unclassified serial titles come to us as gifts or through exchange. It is estimated

that we will add approximately 425 new titles annually for the next few years.

It does not require a detailed study in cost accounting to show that these methods of keeping serial records, when applied to a serial collection of this size, cost the library a considerable sum of money for just routine maintenance. This waste was multiplied because of the duplication and overlapping of records, and inaccuracy in bibliographic checking was the result of no one record giving complete information regarding a serial title.

The solution, or at least the alleviation of this unhappy situation, presented itself in the form of an equipment budget which came with the new \$2,500,000 addition to the library. The new building gave the staff adequate work space in departments which, for the first time, were located to facilitate the orderly and efficient processing of material and service to the patron. The technique or medium used for the consolidation of serial records is known as the Central Serial Record.

## I

Before discussing specific aspects of the Central Serial Record, there are two observations that should be made. The first is that it is impossible to plan intelligently the centralization of serial records for the purpose of increasing efficiency without balancing the administrative advantages against the possible inconveniences to the library patron. If the holding record, for example, were incorporated into a central record housed in the Serial Division, a sometimes needed record would be withdrawn from the borrower's direct use. It must be decided whether the borrower will be too seriously handicapped by not having a list of holdings available at a public service point, e.g., the public catalog. If it is decided to remove this record, then methods of efficient communication (telephone,

pneumatic tube, telautograph, etc.) must be worked out to provide the necessary service required.

If the problems incident to the centralization of the serial records could be reduced to one word, that word would be *communications*. When any record is withdrawn from a processing or service point, the information must be available either through mechanical means or personal service. This assumes, of course, that the record is not duplicated in some other file.

The second general observation is that it is highly improbable that any one department can draft a satisfactory plan for centralizing serial records without actively consulting and compromising with the other departments in the library. The Acquisition Department, for instance, may draw up plans highly satisfactory for their purposes, but may neglect service and administrative problems concerning circulation, reference, documents, departmental libraries, bindery and cataloging. Any consolidation of records will affect an undetermined number of departments directly or indirectly, and only by consulting these departments can complications be avoided after a central serials program is in operation. It was to avoid this mistake that the Central Serial Records Committee at Ohio State represented all major departments of the libraries.

## II

The first step in approaching the establishment of a Central Serial Record is to decide what it will contain. This is tantamount to determining what the function of the record shall be. The decision also implies a full recognition of financial considerations and administrative problems. From the first, it is inescapable that it costs money to shift records. Visible filing equipment to house the records is highly desirable for a Central Serial Record and it costs a considerable amount.



In deference to cost considerations alone, a library may be forced to consolidate only the records pertaining to the currently received titles which generally constitute about one-third of the titles held. The more money a library has available for personnel and equipment, the more categories of serials may be included in a Central Serial Record, e.g., inactive serials, unclassified serials, documents of a serial nature, and serials received as a gift or on exchange.

The location of departments in the library building may prevent the inclusion of certain records.

The administrative organization and desirability for the *status quo* in certain departments might eliminate the possibility of including such items as serial documents, if documents were handled by a strong and well-organized division. There are many other variables which are peculiar to individual libraries. They must all be examined and measured before the scope of inclusion in a Central Serial Record can be wisely determined.

It should be noted that the creation of a comprehensive Central Serial Record logically precludes a "weak" serials division. It is obvious that if all the records are centralized, the functions incident to the maintenance of these records will tend to be centralized.

### III

#### *Inclusion*

To eliminate the cost and errors resulting from having to maintain and to check a variety of files to determine serial holdings, it was decided that *all* serials, including documents, subscriptions, receipts from gift or exchange, current or discontinued, classified or unclassified material, and serials classified as separates, should be included in the Central Serial Record at Ohio State. The definition for "serial" was taken from the American Library Association Cataloging Rules: "A serial is a publication issued

at more or less frequent intervals in numerical or chronological sequence, which is intended to be continued indefinitely." A patron or bibliographer will no longer have to search the Public Periodical Catalog for bound classified holdings, the checking file for bound and unbound classified holdings, the unclassified file for unclassified material, two different files for unclassified state and local documents, and the miscellaneous file for serials received as gifts or on exchange.

The only list of holdings is to be recorded in the Record. There will be no holdings record directly accessible to the library patron. This decision was the result of balancing the equities concerning public service and library administration. It is based on the premise that the great majority of borrowers simply want a particular issue of a serial—they are not interested in holdings *per se*. For the marginal few that do research which requires knowledge of our holdings, there is available for the first time a comprehensive record which may be used by arrangement with the Serial Division. For all questions concerning holdings which arise at the circulation desk, provision is made for communication to the Central Serial Record either by telephone or by pneumatic tube. Telephone communication is available for the periodical service desk on the second floor.

Of the twelve records which were formerly maintained, four were *abolished* so far as serials records are concerned: 1) Shelf list, 2) Sheet shelf list, 3) Accession book, 4) Travel catalog. Five serial records were *consolidated* into the Central Serial Record: 1) Public periodical catalog, 2) Bookkeeping record, 3) Checking record, 4) Unclassified file, 5) Continuation file. Three of the former serial records were *maintained* as they were: 1) public dictionary catalog, 2) order card record, 3) binding dummies in the circulation file. Of the three records which were retained, only the binding dummy record is active. It was retained to

assist the circulation staff in servicing requests for serials which may be at the bindery. After a test period it may be found that service questions involving this problem will be sufficiently negligible and will allow us to discontinue the binding dummy record and rely on mechanical communications with the Central Serial Record.

### *Equipment*

As the serial checking record has been maintained on regular size catalog cards in conventional catalog trays, the Serial Division has never been able to solve satisfactorily the problem of checking for missing numbers and claiming them. It was evident that a progressive signal system was needed that would give notice when issues of a title had not been received and would also indicate claims which had been made but not answered. The use of metal signal clips was considered too clumsy, bulky, and time-consuming.

Studies have indicated that "visible" filing equipment, which makes each entry immediately visible, is an important saver when the records are constantly used for checking receipts and for general bibliographic reference. This consideration directed the Committee to make a thorough study of the various types and makes of visible filing equipment. It should be noted that decisions regarding equipment should be based on the type of record that an institution is creating. The most suitable type of equipment depends on the anticipated function of the record.

Before deciding on the type of equipment that would be desirable, it is necessary to examine how the files will be used and by whom. The number of titles to be recorded also plays an important part in this decision. In a library with approximately 5,000 currently received titles, it is probable that the person checking serials and recording their receipt will be using the file more con-

stantly than those seeking bibliographic information. This dictates that the files concerning the checking clerk must be easily accessible for posting from rather bulky media—the serials themselves. Obtaining bibliographic information and reporting holdings constitute the second largest demand that would be made on the file. This means that the record must be accessible to a number of different people at the same time, and, so far as possible, they should not interrupt each other in their use of the file.

As a Central Serial Record is a permanent record, an over-all consideration is the problem of card depreciation. Through the years a serial record becomes a rather complex affair. For this reason, the filing equipment must provide adequate protection for the record so that the library will not be faced with the possibility of having to transpose records from cards which tear or wear out through constant use.

After examining several types of equipment, the Committee and the Directors' Office decided on the *Acme* visible file. It seemed to offer advantages not found in competing equipment. The *Acme* cards are suspended by metal hangers from wires which are mounted in the tray. This means that both sides of the card can be used. In other types of equipment the cards are mounted on flaps or pockets which preclude the use of both sides of the card. With the wire hanger arrangement, it is possible to suspend two cards from the same wire. If one card becomes filled, but it is desirable to retain it in the file, a second card can be hung along with it. It is also possible to place a "rider" over the card for temporary notes. This consists of regular bond paper which is cut the same size as the card except for a flap which folds over the top of the card to keep it in place.

The *Acme* cards can be punched so that a celluloid footing can be attached which

will protect the exposed portion of the card when it is in the file. The footing provides for the use of the sliding bar signal tab which can be calibrated and used to show the progressive receipt of a title. If a title is in arrears the tab will not be forwarded to the next position. As a result, it will be easy to spot when the files are examined for claims.

At this juncture the question of the type or size of cabinet must be examined. Remembering that the Record would be most actively used for checking in material, it was necessary to restrict the cabinet to a size that would be convenient for the constant posting of some 5,000 active titles. It was also necessary to house approximately 15,000 titles, which, for one reason or another, have been discontinued.

There seemed to be three alternatives:

1. Purchase several of the largest cabinets, each with a capacity of 12,690 cards. These cabinets could provide compact housing, but they would have the attending disadvantage to the checking clerk of having to reach below her posting table for the bottom trays and having to stand up to reach the top ones. Compactness also meant that the number of people using the file at one time would be limited.
2. Purchase enough cabinets of "posting height" to contain the record and string them around the room. This would take 20 feet of space, cost more than two large units, and make the record more difficult to work with because of the space problem.
3. Purchase a combination of "posting height" (16 inches high) cabinets for the *checking record* and two of the large units for the *permanent record*.

The third alternative seemed to kill quite a few birds with one combination. It is largely supported by deciding that an effective Central Serial Record should have checking cards as well as permanent cards. It was felt that it would not be satisfactory to compose the permanent record of serial

holdings by just interfiling completed checking cards. The third method allows for greater flexibility and more efficiency. The checking clerk would seldom be interrupted at her work. Permanent holdings would be sufficiently compact so that a bibliographer or research worker could easily reach the title in which he or she was interested. The most active use, i.e., checking, would be restricted to files containing temporary checking cards and would not cause depreciation of the permanent cards.

Quite early in the study the Committee realized that the library patron who knew the serial title he wanted, but needed the call number, would be at a disadvantage in having to use the public dictionary catalog to ascertain the call number and location. The public periodical catalog would no longer be there to serve such a purpose. It was decided that an even more satisfactory method of listing call numbers could be provided by means of Flexoline files, which are vertically hinged panels into which strips of cardboard can be interfiled. Flexoline files, each with a capacity of 7000 titles, will be located in the periodical service area on the second floor and in the Public Catalog area on the first floor. Each entry will give call number and title. Location will be indicated if the serial is shelved in a location other than the Main Library. Different colored strips will be used to indicate documents, cross reference, and serials received on subscription. Only classified serials enjoying the most general use will be entered in the Flexoline file. Call numbers for the balance of the serial titles which are only occasionally requested will have to be found in the Public Dictionary Catalog.

#### *Cards*

Designing the cards for a Central Serial Record can present some of the most challenging problems in the entire planning operation. Once the design is "frozen"

and the cards printed, it is necessary to live with them until the supply is exhausted unless the library is willing to throw several hundred dollars' worth of stock in the waste basket and start over. For this reason the

[illegible][illegible]

### CHECKING CARD

Committee made a thorough study of cards used by other institutions before proceeding to draft cards for our own purposes.

The original decision as to which records to incorporate into the Central Serial Record determined the function that the cards should perform.

The real problem is to transpose these functions into terms of space which is limited by the size of the card. It was decided that a 4 x 6 inch card would be adequate for our purposes.

The cards in the *permanent file* contain the same information on the front as those for the checking file, except that no ruled spaces are provided for recording holdings. The space is left blank. Nothing is printed

on the back of the card. The general design of all cards was kept as uniform as possible, as visible alignment is a factor to be considered in designing cards for efficient use.

It was necessary to design eight types of cards to meet the requirements of both the checking and permanent files.

**Cards for checking file:**

1. Daily
2. **Weekly**
3. Monthly
4. Annual
5. Numerical
6. Cross reference (blank cards)
7. Irregular

**Cards for permanent file:**

1. Permanent card
2. Cross reference—same as in the checking file

The irregular card was designed to record call numbers for monographic serials which are classified as separates.

Four pastel colors of card stock were selected to stand for serials received through: 1) Subscription, 2) Gift or exchange, 3) Document deposit and document subscription, and 4) Cross references. The use of different colors will be a visual aid for the Gift & Exchange librarian and the Documents librarian in allowing them to find or survey their titles more easily.

### Processing

The Purchase Division of the Acquisition Department orders all serials which are to be placed on subscription. At the time that the order is sent, the checking card and work slip are typed. The checking card goes to the Serial Division where it is filed in the Central Serial Record. The work slip, which is printed on a bond paper "rider" is placed over the card. When the first issue of the serial is received it is checked in and sent, along with the work slip, to the serials cataloger. The serials cataloger decides whether the entry as estab-

lished is correct, whether the serial shall be analyzed, and whether it shall be classified. If it is to be classified, the call number is entered on the work slip. The work slip, with notes referring to the decisions mentioned above, is then returned to the Central Serial Record where the information is transcribed to the checking card. Flexoline strips are then typed for each of the two Flexoline files and are forwarded to the Reference librarian and the Periodical Service librarian. They may, or may not, interfile the new title in their Flexoline files, depending upon their estimate as to how much demand will be made for that particular title. It should be remembered that these files are selective and are designed primarily as a location guide and an easy method for locating call numbers.

#### *Summary*

Centralizing serial records is nothing new to serials librarianship, but the concept of a Central Serial Record seems to be a product of the past decade. It is a development which has been largely forced on larger

libraries by the growing complexity and increased administrative costs connected with maintaining records for their serial holdings. It has been made possible by critically examining the actual use made of records which have been kept for the sake of the custom. Duplicate records, and records whose use did not warrant their maintenance, have been eliminated. Records which were found to be necessary to the efficient management of the Serials Division have been consolidated into filing equipment that performs far greater service than the conventional catalog tray. Mechanical methods of communication have come to play an increasingly important part, as it has been realized that the installation of a telephone or the extension of a pneumatic tube system would be quickly paid for by the savings resulting from record consolidation. Despite some slight delay for the marginal patron who has to know the holdings of a particular title, it is felt that patron service on the research level has taken a great step forward by the provision of a comprehensive serial record.

## Defrosting a Frozen Asset

*(Continued from page 38)*

access to dissertation materials will become immensely easier than before and the heavy burden of interlibrary loan will be correspondingly eased by the elimination of dissertations from the loan code. The machinery of interlibrary loan is already creaky and showing signs of distress and any relief will be most welcome. It may mean moreover that the costly binding of dissertations may in the future be eliminated.

To the extent that degree granting in-

stitutions cooperate and participate in the plan, it will succeed. It should be a prime obligation of every librarian interested in the future of advanced scholarship to bring the plan before the Graduate School at as early a date as possible and to support it vigorously. Organized regular listing of dissertations coupled with availability of abstracts and facilities for gaining prompt access to the complete texts will defrost this frozen asset of American scholarship.

## Preserving the American Heritage in a Regimented Society<sup>1</sup>

*Dr. Orne is director, Air University Library, Maxwell Air Force Base, Alabama.*

THE FREEDOM TO THINK, to compare, and to choose is the birthright of every American. Preserving this American heritage of free thinking in a powerful and regimented organization such as the U.S. Air Force is a problem few nations would be willing or able to face directly. Only a country as dedicated to freedom as America can nourish patriotism and not revolt by allowing, indeed requiring, such freedom of choice.

Let us first establish what we mean by a regimented society. On the face of it, it would seem that we are talking at cross purposes when we speak of freedoms on the one hand, and regimentation on the other. Yet, all of our most valued freedoms, those incorporated in the first amendment to the Constitution, are established by law; the law is a form of regimentation. It seems that we are legally required to be free.

To be more serious, however, the regimented society I want to talk about is one whose future is now partly my own responsibility—the U.S. Air Force. No one can deny that the U.S. Air Force is a regimented society. Any military organization has an absolute requirement for regimentation. The disciplined mind, the disciplined body, freedom from indecision, all are highly prized qualities in the military man. Historically, the final success of any military

machine is directly proportionate to the level of military discipline and the extent of regimentation throughout the ranks.

The Air Force, as we know it today, is a relatively new organization. Only recently did it receive its autonomy; with this autonomy, it faced a tremendous task. To a world shrunken by air travel, air power had become the United States' greatest defense from aggression. Molding the new facets of air power into a machine which by necessity operates like no other organization of war, demanded leaders with imagination, foresight, and originality.

Remember that the U.S. Air Force had to start with a core of long-time U.S. Army officers, Army flying officers. Thus, the basic element of standard organization, of a regimented society, were passed on to the fledgling branch of the services. These men, the old-time Army men, from private to general, had been indoctrinated over years, and in some cases decades, of devoted service to the traditional ideals of service according to an established pattern.

To meet the unprecedented challenge of a new organization, this Air University was conceived; a university that would develop leaders from their own ranks of the Air Force; a university which now can claim to be the largest university in the world, with over 160,000 students. There was no existing pattern for this kind of school. Just as the Air Force itself had to strike out along modern progressive paths, the Air University had to chart a new course in education.

<sup>1</sup> Address given at the 48th annual convention of the Alabama Library Association, Birmingham, Ala., April 25, 1952.



The standards of this new school were defined in the words of the late General Fairchild, who was the first Commanding General of the Air University, in an address to the first class.

He said, "One of the basic policies which we have adopted is the avoidance of traditionalism, rigidity of thought and doctrine, standardization of instruction, and the provision of dogmatic answers to the problems of the future.

"We must guard rigorously against the danger of looking backward too much, against the feeling that we have learned the answers to future war. We must be on guard against building up resistance to change, against taking the easy course of accepting answers from the past instead of the infinitely more difficult course of digging them out of the future. . . . This is not a post-war school system—it is a pre-war school system!"

For the benefit of those who do not know very much about the Air University, I would like to say just a little bit about what it is and then I will go on to make the point of its relationship to the American heritage.

Under the Air University are a unique group of schools, with courses as diverse as the Air Force itself. The Air War College is the top level school of the Air Force. It is one of the schools within the Air University. It is devoted to the education of selected officers of high level for high command and staff duties. They are trained in diplomatic and international relations as well as military matters. With well-ordered, resourceful and original thought a foremost objective, this school advocates no "school solution."

The most extensive program of residence instruction is conducted in the Air University's second school—the Air Command and Staff School, which has seven specialized staff courses in addition to the general courses for commanders. Here, again, the

Air University continues its search for leaders of the future.

The Air Force School of Aviation Medicine, with headquarters located at Randolph Air Force Base in Texas, and in part at Gunter Air Force Base in Montgomery, has the task of instructing flight surgeons, flight nurses, and flying medical technicians. Instruction is only a part of this school's mission. To keep pace with aviation, it conducts research towards the prevention and cure of ailments brought about by air travel.

Another school of the Air University system is the Air Force Institute of Technology, center of advanced technical and scientific education in the Air Force. This school, located at Wright-Patterson Air Force Base in Dayton, Ohio, educates officers in engineering sciences and industrial administration in addition to conducting a training-in-industry program involving the cooperation of more than sixty industries.

The Extension Course Institute, another part of the Air University, provides education by mail to approximately 40,000 students, and the centralization of Air ROTC at Maxwell will bring over 100,000 new students into the working area of the Air University. This, then, is the system which the Air University Library must support—a challenge not easily met.

Now, to get back to this heritage we have heard so much about and which seems to mean different things to different people. To me, the core of the American heritage is the freedom to think, compare, and to choose; whether this be accomplished by reading, by discussion, or by simple reflection is another matter. The means is of little importance, so long as this freedom is maintained.

In the regimented society described above, no doubt many of you will wonder how this freedom can live. I would not have you believe for a minute that we are heroic li-

brarians at the Air University, engaged in hand-to-hand combat with a regimented society determined to kill off our freedom. On the contrary, it is because the facts are all to the contrary that this story deserves to be told.

The Air Force, at least insofar as it is represented at the Air University, is committed to the concept of promoting untrammelled, unregimented thought in its officers and men. Let me give you some of the evidence of this:

The Air University Library, working with a military library committee, which is internal, and a civilian Library Advisory Board, which is external, has recently completed a written statement of acquisitions policy which states the acquisitions program for the Air University Library for the foreseeable future. This policy is both broad and deep. There are exclusions made to better coordinate our program with other branches of the Air University, such as the School of Aviation Medicine and the U.S. Air Force Institute of Technology, and for better coordination of our program with nearby and related civilian institutions. But there are no exclusions for reasons of prejudice or opinion.

Note that this policy has been formulated by both military and civilian and the most lasting impression I have from my work with this policy is that everyone was completely concerned with what we should have and no one nearly as much concerned with what we should not have. Note also the presence of a civilian board of review, whose advice, I can assure you, is valued and used. First point, then, *freedom of selection*.

Now it is not enough to have all of the books if they are not seen or used. This point has been made and will be made again and again. Even a library having all kinds of materials can be twisted into ineffectiveness by labeling, by segregation, or by isolation.

The Air University not only does not tolerate segregation, labeling, or isolation; it teaches the opposites. The officers and men at our schools are expected to consider every aspect of a problem before reaching a decision. The methods of instruction at the Air University greatly resemble the program now moving under the American Library Association American Heritage project. Group discussion is a basic part of most courses. A unit of study is commonly initiated with a lecture; then the class is broken into small units of six to nine men and the problem is discussed in seminar. There is not a "school decision" which they are expected to reach. There is a leader, but his part in the decision is only as much as that of any other one member of the group. In fact his decision may not be the final one. After sufficient group discussion they formulate a group decision and one member of the group is selected to present their decision orally to the entire class. The decision they have reached may be attacked by any of the whole group and frequently is. Out of nine different groups may come nine different decisions, not one of them being wholly tenable or conforming to Air Force policy. This is not important; what is important is that they are free to talk, to discuss, to advocate, every or any aspect of a problem, and to back up their words with thinking. They are expected to read on all sides of the question, to weigh every angle in the balance of objective intelligence, and to learn how to fit the results of their study into good problem solving. All of the primary elements of the American Library Association's American Heritage project are the same points designated by the Air University as the major means of educating Air Officers for the future. They must be willing to listen; group discussion makes this imperative. They must be free of prejudice; the school gives them no "school de-

cision," and will say in effect, "There is no right answer, what is yours?"

Problem solving, effective communication, group discussion are the fundamental aspects of the American Heritage program in common with the program of the Air University. Without laboring this point any longer, it is plain that despite the seemingly regimented exterior, within beats a heart of gold, our valued American heritage.

Labeling, segregation, isolation, have no place in our library; indeed the library would work against the planning of the University if it were to practice any such selection. I did not know whether this could be true and I have tried to verify it before telling you it is so. Here is what I did. The list of books cited by Oliver Carlson in his review of Helen Haines' second edition was checked in our library, the list of books which he cited as indicating her pro-Soviet leaning. Every single title of the list was in one was in our library, on both sides of the

I was shown an article in the *American Legion Magazine* which I talked about recently. This article had to do with what reviewers could do to books and book production. The article discusses a list of anywhere from a dozen to twenty books on each side of the Soviet question, pro and con. This list was checked and every book but one was in our library, on both sides of the question.

To come at censorship from another point of view, one might expect that the book by Marshall Andrews which is called *Disaster Through Air Power* would not be in our library. It is absolutely contrary to anything that the Air Force believes. It is not only in the library, but it is required reading for some courses at the Air University. Obviously, it is the intent of Air University policy to give its future leaders complete freedom of thought and action.

My next points have to do with a part of

what I consider freedom of inquiry, not related to books, and this is one of the main reasons why I thought it would be such a fine thing to come to the Air University to work. It is that libraries in many places are hampered in their work by traditions other than those related to books: traditions of methods of work, how you do your job, the kinds of people you use to do your jobs, and things of this kind. We have a freedom at the Air University which I find most enjoyable, and that is freedom of methodological attack upon the problems of the library. We come by this freedom perhaps a little unfairly because the men of the Air Force are not librarians. They are the first to confess that they know very little about libraries. They are humble enough to say they don't know and to let somebody come along and say, "I think I know how to do it" and try it. This is a freedom which I value very greatly and a freedom which many librarians can not get. We have this freedom and because of it we are able to do some experimentation which may yield long-lasting results and have an important effect, and which are in effect, our part of our American heritage: the freedom of inquiry, whatever the field.

I have listed a number of ways in which we are trying this out. Mention has been made frequently of how difficult it is to reach the user. No matter how much you have in your library, if you don't reach the user, it will do you little good. We are initiating an experiment at the Air University Library under which we are going out to get the user. We have librarians on our staff now, and we will have more, who are free to move in or outside of the Library. They are scheduled for a minimum of time at a desk and they are intended to be "salesmen" for the Library. We call them Bibliographic Assistants. They are assigned to a course of instruction. Usually the courses

will have anywhere from 60 to 500 men. Each Bibliographic Assistant will concentrate on his or her particular course of instruction. They may go to classes whenever they like, they consult with the instructors whenever they like. They are expected to be outside the Library working with their public as much as two-thirds of their time. This, roughly, is the amount of time that students are in classes in the course to which they are assigned. The other third is more or less euphemistically called "free time" when the students are free to study and we expect our Bibliographic Assistants to be back in the Library where they will meet their particular public when they come in. This is a kind of freedom of action that librarians seldom attain, and this is one way that I think ours is a contribution.

We have yet another kind of freedom of method within our regimented society. The men of the Air Force freely admit that they do not know very much about how you get at the materials in a book or a document. At the same time they have a completely open-minded attitude towards our methods of accomplishing this. We are going to be able to experiment even in cataloging. We are not hide-bound to maintain a catalog in its primitive form because it started that way, and grew that way for the last five, ten, fifteen, or forty years. If we, the librarians, were agreed that it should be done, I believe we could dispose of the catalog entirely. How many librarians have this much freedom of thought? We are not going to be as extreme as that, but we are going to try some new things. In most libraries, selective analysis of a series is not common. The more usual practice is a traditional one. You never know when one item will be asked for; you analyze the whole series. I think we will go a great deal further into selective analysis—we are forced into it. How would you like to be faced with 400,000 documents, of which perhaps only 40,000

have valuable material in them or which may be called for only once in ten years? Would you do complete analysis of series or would you do selective analysis? Understand this, 400,000 is only the beginning. There are many documents we are not getting. We could get a million, two million, and in time no doubt we will. We can experiment in this field; in fact there is an experiment in our Library already. I am not sure it is the best solution, but it is in use. This is the divided catalog. We have asked outside experts to look at it and we have talked about it. We study it and we have group discussion. In our group discussion we have not only library people but the people who use the catalog, and we will find out if it is the best if we can. And if it is not, we will break it up—we will change it. We have complete freedom of inquiry in methodology. To me this freedom is a very important part of our American heritage.

One more freedom I would like to speak of and then I will close. I have mentioned briefly a Library Advisory Board. Here again it seems to me the Air Force is out in front in exposing any of its operations to outside investigation or examination by people who may know better. I can assure you we regard very highly and give serious consideration to the advice we get. This Library Advisory Board of the Air University Library is a group of half a dozen or more outstanding librarians and educators who come in once or twice a year to review progress at the Air University Library and to advise the Commanding General concerning past, present and future operations of the Library. The Library, however, is only a small element of the Air University. The University, as a whole, has a civilian advisory board of the same kind. It is composed of the leading educators of the country, including the president of the Massachusetts Institute of Technology, who is the present chairman. There is one military

man out of seven on that board. General Doolittle has only recently been added because the Air Force felt that the civilians might want a military advisor too. Now this, in my opinion, is a demonstration of the freedom of inquiry.

Now how does all this fit in making the American heritage and continuing the American heritage? Obviously, the Air Force has recognized and believes that it is going to be a leading example of the American heritage outside of this country. If it is going to be a good example it must live it, breathe it, and be it. They believe it is necessary to make Air officers different from what was considered the traditional type of

officer, one who knew only Army regulations and lived by them, one who knew only discipline and used no imagination. The Air University is devoted to cultivating inquiry, encouraging freedom of action, promoting the use of imaginative intelligence in its officers. They believe that practicing all of these freedoms is the only way to indoctrinate, to inculcate this way of thinking in the Air officer. I believe that the illustrations I have given you may convince you, as they have me, that this is well worth doing; that it is a way of continuing the American heritage and of building toward it in every place where Air Force officers and people may go.

### Comparison of Group I Statistics, 1947-48—1951-52

Mr. Dale Bentz of the University of Tennessee Library, who compiled the Group I college and university library statistics printed elsewhere in this issue, presents the following interesting median comparisons:

	1951-52	1950-51	1949-50	1948-49	1947-48
Staff Salaries*	\$149,919	\$141,826	\$122,033	\$117,418	\$ 95,167
Books, Periodicals, and Binding	93,037	92,383	72,218	82,883	67,726
Total Library Operating Expenditures	272,629	265,494	236,603	242,776	216,508
(Salaries)					
Librarian	8,250	7,488	6,410	7,000	6,500
Dept. Head Minimum	3,815	3,670	3,380	2,689	2,520
Maximum	4,850	4,385	4,000	4,000	3,825
Professional } Minimum	3,000	2,760	2,600	2,454	2,400
Assistant { Maximum	3,950	3,720	3,320	3,300	3,200

\* Excludes student service.

The above information is distorted by number and kind of libraries reporting, lack of continuity in reporting by institutions, etc. The table shows a steady increase in all categories (except three in 1949-50).

### Commercial Standard for Library Binding

Efforts are being made at present to have the U. S. Department of Commerce set up a "Commercial Standard" for library binding and rebinding. Since there is an established procedure in the Commerce Department to give everyone interested in a type of activity for which a commercial standard is proposed an opportunity to express his views, it would seem desirable that librarians and persons in charge of binding divisions be informed about this procedure and express their views on it. Any person who wishes to be kept informed as to the successive actions taken on this petition may address a request to H. B. McCoy, Director, Office of Industry and Commerce, U. S. Department of Commerce, Washington, D.C.

## A Management Engineering Look at Cataloging

*Mr. Kingery is chief, Preparations Division, New York Public Library.*

### *Scope and Method*

FROM February 1 to June 15, 1951, the firm of Cresap, McCormick and Paget, management engineers, of New York and Chicago, made a survey of the preparation procedures of the Reference Department of The New York Public Library. On August 15, 1951, the survey staff presented a written report of their findings to the director of the library including seventy-five recommendations for changes in preparation procedures.

In general, the methods used in this survey were the same as those employed by Cresap, McCormick and Paget in their previous survey of the Acquisition Division of The New York Public Library Reference Department.<sup>1</sup> However, the survey of preparation procedures had three different principal objectives: (1) more expeditious handling so that new acquisitions would reach the shelves, and related cards would reach the official and public catalogs in a minimum of elapsed time, (2) lower processing costs to be achieved by a maximum rate of sustained output by all members of the staff who participated in preparation activities, and (3) the highest practicable level of accuracy and consistency to assure correct cataloging, and minimize misfiling of cards, misplacement of books, and similar errors. These objectives

stressed adequacy of service to users of the Reference Department collections as well as economy in the performance of preparation tasks.

The scope of the survey included a study of (1) organization, that is, the assignment of duties and authority throughout the Reference Department of The New York Public Library for search, processing, classification, subject heading, descriptive cataloging, indexing, catalog maintenance and preparation of materials for shelving; (2) staffing, that is, the numbers and qualifications of personnel required to perform each step expeditiously and accurately; (3) controls, that is, the statistics and reporting systems needed to provide current, continuing measures of the time and cost of work produced and the condition of the workload; (4) methods, that is, the flow of work, routines, forms and mechanical devices employed; and (5) physical factors, that is, the location, layout, furnishing and convenience of facilities provided.

While copies of the survey report are not for sale, a limited number of copies are available on inter-library loan upon application to the director of The New York Public Library.

### *Findings*

The findings and recommendations of the survey represent an unusual degree of collaboration between the survey staff of Cresap, McCormick and Paget and the members of the Reference Department most directly concerned with preparation functions, and are, in large measure, the product

<sup>1</sup> Cf. Morris, T. D., "Techniques of Appraising the Administrative Strength of an Organization," *College and Research Libraries*, 13:111-116, April, 1952.



of joint analysis and discussion. Therefore, it is not surprising that seventy of the recommendations have, with minor adjustments, been either fully implemented or are in process of being carried out. Because of the number of recommendations, it is not feasible to discuss each one in detail. Some of the recommendations have no application outside the Reference Department while others seem to be of wide interest and application. The following discussion is limited to the latter.

#### *Provision of Staff Assistants*

The Preparation Division carries on all cataloging, recataloging and preparation of materials for the Reference Department except manuscripts, prints, sheet maps, ephemera, material in non-Roman alphabets, and material for the Berg and Arents collections. During the fiscal year 1950-51, the division cataloged 66,880 titles. It is staffed with approximately 140 full time positions. The salary budget is roughly a half million dollars. Because of the variety and extent of the functions of the Preparation Division, the survey recommended that the chief of the division be provided with four staff assistants, namely (1) a technical assistant to help in the screening, sorting, and routing of material prior to searching and cataloging; (2) a professional assistant to aid in developing division-wide cataloging rules and policies, and training plans and programs for catalogers and candidates for cataloging positions; (3) an administrative assistant to compile and analyze workload and staffing reports and to conduct continuing work simplification, work measurement and personnel utilization studies; and (4) an editor of the catalogs to revise and establish subject and classification systems, to develop plans for weeding and revising the catalogs, and to plan "consumer surveys" of the catalogs.

#### *Separation of Cataloging and Preparation Actions*

The survey staff distinguished the actions within the Preparation Division as of two kinds: (1) cataloging, and (2) preparation, and recommended that the division be organized into two functional branches responsible for these two major areas of activity. The effect of this recommendation is to reduce the direct span of control for the chief of the Preparation Division from eleven independent sections to two. The chief line assistant in the Cataloging Branch is the chief cataloger. He supervises five sections: (1) Processing, (2) Jet Cataloging,<sup>2</sup> (3) Advanced catalog planning, (4) Serial catalog planning, and (5) Entry investigation. The principal line assistant in the Preparation Branch is the head of preparation who supervises four sections: (1) Adding and card correction, (2) Card preparation, (3) Materials handling, and (4) Filing. The effect of this recommendation is to simplify and clarify the organization and to provide stronger supervision and control.

#### *Catalog Planning*

Previous to the survey, the Preparation Division was organized around form of material and the cataloging sections were: (1) Subject heading and classification, (2) Monograph descriptive, (3) Serial descriptive, (4) Document descriptive, and (5) Reserve, or rare book. The survey recommends that the Cataloging Branch be organized around subjects rather than forms of material. This recommendation is based on the view that the cataloging job is a whole job of planning approaches between a piece of material and its potential users, that the job should not be broken up as it

<sup>2</sup> The Jet Cataloging Section handles material which presents no anticipated difficulty as to choice of main entry, or of descriptive detail, and is staffed with college graduates and library school students.

had been on the basis of subject analysis vs. description, and that the significant differences among materials, in terms of use, lie in differences in subject and not differences of form. The effect of this recommendation is to have catalogers gradually handle materials within a subject area regardless of form of material, and to do the whole job of catalog planning for that material, including subject analysis and description. For this purpose, the survey recommends the development of a catalog planning sheet which originates in the Process Section and travels with the piece of material until card copy is prepared for reproduction and the material is prepared for the shelves. This form takes the place of many forms previously in use.

#### *Entry Investigation*

Previous to the survey, entry investigation, including authority work, was done by the individual cataloger. The survey recommended that entry determination be separated from entry establishment. The effect of this recommendation is that catalog planners determine what the main, added, and subject entries are to be, while the preparation of authority cards and the determination of the final form of personal and corporate names are the responsibility of the Entry Investigation Section. In this connection, the Preparation Division applies the "no-conflict" principle in the establishment of personal names, tends to use corporate names as they appear on publications, and ordinarily catalogs serials under title as published.

#### *Aggregation and Extension of Process Work*

Initially, process work was dispersed among the various catalog sections. The survey recommended that all process work be brought together in a Process Section within the Cataloging Branch, and that process work be extended to include adding of

serials (except when cataloging changes are involved), preliminary selection of entry and the provision of other cataloging information available from the official catalogs of the Reference Department such as entries for and classification of previous editions, form of series entry, form of established entries and whether or not a conflict exists.

#### *Adding and Card Correction*

Originally, adding and card correction was carried on in the various cataloging sections. The survey urged that all adding and card correction actions be separated from the proposed Cataloging Branch in order to concentrate this branch fully on the professional aspects of cataloging, and be carried on in an Adding and Card Correction Section within the Preparation Branch. The survey further recommended that all serial adding be done in the Process Section using tabulated cards to the end that serial catalogers be involved in the handling of incoming serial material only when a change in catalog planning on the face of catalog cards is involved.

In place of the former practice of removing cards from catalogs, charging them, correcting the cards, and then refileing in the various catalogs, and removing the charges, the survey suggested the correcting of the official catalog cards and their reproduction photographically to provide corrected cards for the other catalogs. These corrected cards are then simply substituted for the no-longer-correct cards already in the catalogs.

#### *Use of LC Cataloging Information*

The survey distinguished between the use of LC printed cards and the use of cataloging information available from sample LC cards or from proofsheets. Previously, the Reference Department of The New York Public Library made extensive use of LC printed cards. During the fiscal year

1950-51, 6 per cent of the new catalog cards were individually typed, 45 per cent were obtained from the Library of Congress, and 49 per cent were prepared by the New York Public Library in its own printing office using letterpress equipment. After careful and detailed study of the costs of card preparation, of "transferring" (i.e. of adapting LC cards, of modifying form of personal and corporate entries and subject tracings to correspond to forms already established in the catalogs, of adding classmarks to all cards), and the elapsed time between receipt of material and the availability of full sets of cards in the catalogs, the survey recommended that cards be reproduced by offset, using electric typewriters equipped with 8-point type for composition. This recommendation contemplated the full use in catalog planning of any cataloging information available from the Library of Congress in the form of sample cards or of proof, but discontinued the use of LC printed cards.

#### *Examination and Discussion*

Because of the close collaboration between the survey staff and the staff of the Preparation Division, the examination and discussion of the survey report moved smoothly. Full opportunity was given the staff to examine the survey and its plan of installation. The director of the library released the report to the chief of the Preparation Division on August 15. Copies were then given to each supervisor of the division for study. On September 13, the director called a meeting of the supervisors of the Preparation Division to discuss the adequacy of the fact-finding of the survey staff, the reactions of the supervisory staff of the division to the general recommendations of the report, and the probable reactions of the staff of the division as a whole to the report. As a result of this discussion, and because of the enthusiastic approval of the supervisors, the director

authorized the release of the report to the staff. Ranking assistants in each section were assigned the reading of the report as a whole during working hours, and other assistants were given time to read as much of the report as they wished. Through the middle of October, the chief of the division held a series of supervisory meetings on the report covering each of the 75 recommendations in detail and the plan of installation phase by phase. These meetings were attended by all section heads and their ranking assistants. Minutes of these meetings were taken and distributed to the director, the chief of the Reference Department, and to each section of the division. Within each section, the minutes were routed to all staff members. During the last week in October, the chief of the division met with the entire staff in eight appropriate groups to discuss the basic theory behind the various recommendations, to clarify misconceptions as to what the recommendations of the survey report actually were, and to answer specific questions. During this period, section heads were required to make a written report on their reactions to the survey and other staff members were invited to do so.

On November 7, the chief of the division presented to the chief of the Reference Department and the director of the library, a detailed report on the discussion and examination of the report by the staff of the Preparation Division. At that time, the staff urged the acceptance of sixty-two of the recommendations, the further examination of nine, and rejection of four. Since that time, additional study has led to the acceptance of seventy of the seventy-five recommendations.

Near the middle of November, the director again met with the supervisors of the Preparation Division, and at that time authorized the implementation of the recommendations acceptable to the supervisory

staff of the division in accordance with the plan of installation included in the survey report. Since that time, a Committee on Reorganization, composed of the section heads of the division have met bi-weekly. The implementation of the report, like the survey itself, has been a close collaboration.

### *Installation*

The survey staff included in their report, a detailed and specific "plan of installation" in a five-phase program: (1) organizing for installation, (2) planning for installation, (3) initial installation, (4) final installation, and (5) long-range actions. The time-span suggested was seventeen months for phases one to four. Just seven months after authorization to implement the survey, the Preparation Division is at the end of phase three and is just entering the "final installation."

### *Results*

It is, of course, too early to tell what the final results of the survey and its recommendations will be. However, it is already clear that the first two of the three principal objects of the survey will be achieved. During the fiscal year 1951-52, the division cataloged 90,736 titles as compared with 76,341 for the previous fiscal year. It is expected that we will handle 150,000 titles during the fiscal year just beginning, without any increase in staff. The elapsed time between the receipt of the material

in the Division and the filing of all cards for that material in the catalogs has been substantially reduced so that one month is the average for material received in bound form.

Important as these results are, the "human" ones are undoubtedly more important and more enduring. Because of the close team work among the survey staff and the division staff, we now feel our problems can be solved, and that the day is not far distant when, without arrearages, we can enter phase five, "long-range action." These include studies of the use made of our catalogs, revision and weeding, study of the problems of subject analysis, the preparation of instructional material on the catalogs for the public, and part-time schedules for our catalog planners in the public divisions of the Reference Department.

Recently, the director asked one member of the division how she felt about the survey. Her answer was "Tired, but happy." That attitude seems characteristic of the staff of the whole division. Because of the close collaboration during the actual survey, the careful introduction of the report, and the participation of the staff in its implementation, the survey of the division will probably not be "over" for many years to come. What began as a management engineering look at cataloging has turned into a continuing, enthusiastic look at cataloging by a group of catalogers themselves.

## **Drexel Library School Scholarships**

For the academic year 1953-54, the Drexel School of Library Science is granting three full tuition scholarships. These will be awarded to American citizens who are graduates of approved colleges or universities, and who are applying for entrance to the one-year curriculum leading to the degree of Master of Science in Library Science. Selection is based on academic standing, need for financial aid, and promise of high professional achievement.

Application for scholarship forms should be made to the Dean of the School of Library Science, Drexel Institute of Technology, 32nd and Chestnut Streets, Philadelphia 4, Pennsylvania, before April 1, 1953. Inquiries concerning scholarship aid to foreign students should also be addressed to the Dean.

# College and University Library Statistics

Statistical data concerning college and university libraries is included in the January issue so as to provide librarians with information as early as possible. The statistics and comments included in these pages have been prepared by Dale Bentz, University of Tennessee Library (Group I); Dan Graves, University of Kansas Library (Groups II and III); and Wendell W. Smiley, East Carolina College (Teachers Colleges).

Ninety college and university libraries in Group I submitted statistics this year, which represents an increase of 13% over last year when only 79 institutions reported. Of the 70 libraries included in the published tables last year, 65 are repeated this year. Failure to submit reports on time, insufficient data, and lack of space in the publication medium are responsible for all exclusions.

Seven Group I institutions reported no salary data, and an increasing number of libraries excluded this information for the top administrative positions. Until more salary information is reported, these statistics lack much of their potential usefulness. Perhaps the statistical form should be revised to request information that can be released for publication. This data should be available from all libraries for use in computing the averages for the group. The median figures listed represent only that information which is published. Only a few institutions report salary data as confidential with a request that it not be published.\*

Group I undertakes to include those institutions which grant a significant number of doctors' degrees (also all state universities), and Group II those which do not qualify in this respect although some Group II libraries have far greater resources than others in

Group I. The distinction between Group II and Group III is based on library operating expenses. The dividing line is drawn at the \$30,000 figure. Space and other publication exigencies prevent the drawing of hard and fast rules, and inclusion in one or another group should not be a cause of either rejoicing or complaint.

Reports for libraries falling in Groups II and III were received from 158 institutions as compared with 142 last year and 128 the year before. Thirty reports could not be used because of space limitations, incomplete data, or because they were received too late for inclusion in the tabulations. Fewer confidential statistics were reported this year, but too many reports are still lacking in data that would be useful.

An attempt was made to include as many libraries as possible from last year's report to aid in comparisons, but for various reasons only 43 of the 58 in Group II are the same and 53 of the 70 in Group III are the same. A greater number of Catholic institutions are included in this year's report.

Medians were determined from the figures appearing without footnotes in the tables.

For several years now the number of teachers college libraries reported in these tabulations has averaged about the number (53) which reported for 1951-1952. The largest number to report in any one year was about 70 in the 1949-1950 compilation. This year all reports received are included in the tabulations. Seventy libraries could be reported without expanding the space devoted to this group. The more libraries included in these tabulations, the more useful the data become. It is hoped that more libraries will put their reports into the hands of the committee in time to be included in future tabulations.

\* See page 51 for a comparison of Group I statistics, 1947-48-1951-52.

# College and University Library

## Library Operating Expenditures<sup>1</sup>

Library	Fiscal Year Ending	Faculty <sup>1</sup>	Student Enrollment <sup>2</sup> Total Undergraduate Total Graduate	Book Stock	Volumes Added	Newspapers	Periodicals	Staff Salaries	Student Service	Total Staff Salaries and Student Service	
Alabama	30Feb52	428	4,817	452	411,695	31,671	113	2,885	\$150,585	\$ 24,060	\$ 174,645
Arizona	30Feb52	337 <sup>4</sup>	4,799	311	412,974 <sup>5</sup>	9,376 <sup>6</sup>	40 <sup>7</sup>	2,655 <sup>8</sup>	62,320	16,197	78,517
Brown	30Feb52	329	2,882	416	770,105	19,429	20	6,000 <sup>9</sup>	130,289	14,936	145,225
California (Berkeley)	30Feb52	1,744	12,673	4,344	1,812,686	80,599	234	20,018	974,751	191,655	1,166,406
California (Los Angeles)	30Feb52	1,284	10,193	3,205	913,644	79,857	170	13,052	454,792	167,914	622,706
Chicago	30Feb52	825 <sup>10</sup>	3,223	4,407	1,885,602	61,361	87	7,737	483,369	12,085	495,454
Cincinnati	30Feb52	566	13,859	912	662,173	12,220	24	2,037	126,295	35,212	161,507
Colorado <sup>11</sup>	30Feb52	514	6,382	704	732,118	30,942	44	3,555	107,779	35,212	142,991
Columbia	30Feb52	3,624 <sup>12</sup>	10,756 <sup>13</sup>	16,943 <sup>14</sup>	1,979,500	56,733	123	6,001	767,863	767,863	1,535,726
Cornell	30Feb52	1,200	8,633	1,280	1,550,614	52,766	.... <sup>15</sup>	.... <sup>16</sup>	431,150	41,211	472,361
Denver	31Aug52	378	7,483	1,867	298,972	19,404	38	1,851	136,809	13,279	150,088
Duke	30Feb52	446	3,297	1,492	1,085,166	47,722	69	3,950	215,668	31,541	247,209
Florida	30Feb52	695	7,726	1,276	484,856	29,629	143	3,489	296,966	54,810	351,776
Florida State	30Feb52	441	5,209	740	306,691	34,719	117	1,541	163,690	11,733	175,423
Fordham	30Feb52	350	7,314	1,562	278,223	9,632	....	1,135	80,452	22,940	103,392
Georgetown	30Feb52	873	2,541	665	158,521	8,959	48	721	39,181	20,145	59,326 <sup>17</sup>
Georgia	30Feb52	290	4,295	442	283,590	15,168	29	2,283	112,163	12,181	124,344
Idaho	30Feb52	425	2,846	198	140,670	6,365	134	929	52,810	7,660	60,470
Illinois	30Feb52	1,768	16,729	3,392	2,570,278	93,324	539	17,161	794,639	100,636	895,275
Indiana	30Feb52	1,253	8,111	2,269	869,905	38,050	131	10,270	321,405 <sup>18</sup>	40,000 <sup>19</sup>	361,405 <sup>20</sup>
Iowa	30Feb52	597 <sup>21</sup>	5,564	1,798	664,814	18,088 <sup>22</sup>	105	8,207	236,675	38,474	275,149
Iowa State	30Feb52	1,014	6,093	1,116	427,555	12,260	101	2,578	127,570	18,054	145,624
Joint University	30Apr52	767	3,703	1,871	611,385	22,904	32	3,751	109,439	30,349	139,788
Kansas	30Feb52	.... <sup>23</sup>	5,726	796	522,105	22,540	178	2,685	136,484	47,392	183,880
Kentucky	30Feb52	529	5,024	732	558,896	30,685	159	3,452	140,444	13,022	153,466
Louisiana State <sup>24</sup>	30Feb52	392	4,481	1,183	438,592	22,876 <sup>25</sup>	79	3,569	189,806	18,023	207,829
Maine	30Feb52	288	2,918	101	248,185	6,793	17	1,165	29,408	5,651	35,059
Maryland	30Feb52	1,054	8,795	1,415	263,299	12,547	32	3,064	114,219	17,630	131,849
Mass. Inst. of Tech.	30Feb52	435	3,154	1,720	482,448	16,876	6	3,000 <sup>26</sup>	141,400	16,900	158,300
Miami	31May52	513	10,394	474	290,153	16,880	42	2,668	164,025	21,018	185,044
Michigan State	30Feb52	750	11,913	1,448	539,614	66,769	59	4,454	111,040	51,000	162,040
Minnesota	1 Feb52	2,240	15,598	3,084	1,650,617	44,301	95	25,269	528,961	77,219	606,180
Mississippi	1 Feb52	256	1,951	289	174,733 <sup>27</sup>	8,387	13	1,000	58,611	1,200	59,811
Mississippi State	30Feb52	1,444	2,130	273	158,346	10,366	54	1,418	55,422	9,504	64,926
Missouri	30Feb52	614	7,626	1,040	756,459	24,228	208	3,700	161,875	22,695	184,570
New Hampshire	30Feb52	256 <sup>28</sup>	2,944	214	191,186	11,392	56	1,245	47,459	9,736	57,195
New Mexico	30Feb52	252	3,140	656	206,112	12,063	64	5,633 <sup>29</sup>	75,392	20,393	95,785
New York (N.Y.U.)	30Feb52	2,088	20,041	18,549	959,273	33,640	18	5,000	365,556 <sup>30</sup>	....	365,556 <sup>31</sup>
North Carolina	30Feb52	556	4,099	1,764	608,924	27,670	56	4,102	217,375	43,349	260,724
Northwestern	31Aug52	725 <sup>32</sup>	7,711 <sup>33</sup>	796 <sup>34</sup>	1,089,458	39,406	74	9,685	279,484	49,634	329,118
Ohio State	30Feb52	2,200 <sup>35</sup>	15,513	3,105	958,111	51,008	102	5,203	342,132	49,656	391,788
Oklahoma	30Feb52	468	6,913	1,049	452,773	21,836	17	2,009	142,672	25,702	168,374
Oregon	30Feb52	298 <sup>36</sup>	3,838	925	495,467	26,346	156	3,081	176,793	16,677	193,470
Oregon State	30Feb52	454	4,537	443	272,155	13,791	111	2,450	139,392	15,965	155,357
Pennsylvania	30Feb52	2,569 <sup>37</sup>	11,744	3,448	1,576,337	43,566	81	8,237	332,729	31,693	364,422
Pennsylvania State	30Feb52	1,181	10,202	1,351	353,187	18,500	86	3,886	158,864	46,292	205,156
Princeton	30Feb52	502 <sup>38</sup>	2,973	880 <sup>39</sup>	1,211,999	22,708	67	20,000 <sup>40</sup>	275,925	12,157	288,082
Purdue	30Feb52	1,164	7,643	1,505	324,166	19,904	13	5,038	149,914	33,929	183,843
Rice	30Feb52	130	1,303	210	226,136	10,791	8	2,210	97,344	15,456	112,800
Rochester	30Feb52	421	2,643	494	548,305	19,097	45	2,793	143,746	14,265	158,011
Rutgers	1 Jul52	977	10,277	965	640,224	24,514	30	3,200	237,980	25,060	263,040
St. Louis	31Jul52	1,285 <sup>41</sup>	8,711	1,450	469,339	20,319	77	4,029	70,090	12,522	82,612 <sup>42</sup>
Southern California	30Feb52	204	2,406	436	274,411	11,179	47	1,100	77,043	12,754	89,797
Southern Methodist	31Aug52	573	8,776	4,152	644,081	38,087	26	4,559	239,055	48,281	287,336
Southern Methodist	30Feb52	283	3,647	1,185	326,834	23,494	27	1,538	89,040	14,607	103,647
Syracuse	30Feb52	1,236	7,191	2,052	373,262	12,394	47	2,618	149,855	19,417	169,272
Temple	30Feb52	569	14,396	2,411	355,179	16,617	22	2,735	157,287	17,296	174,583
Tennessee	30Feb52	726	6,313	1,106	351,859	13,962	40	3,106	149,919	11,880	161,799
Texas	31Aug52	680	10,389	1,994	1,011,153	37,859	175	7,091	218,456	67,565	286,021
Utah	30Feb52	357	6,038	1,117	273,660	18,434	43	6,069	77,791	33,548	111,339
Vermont	30Feb52	362	2,888	269	194,465	3,987	10	653	54,635	5,900	60,535
Virginia	30Feb52	429 <sup>43</sup>	2,430	1,122	670,948 <sup>44</sup>	40,315	142	3,365	221,708	23,062	244,770
Washington (St. Louis)	30Feb52	662	9,538	1,972	568,821	17,102	8	3,304	59,193	17,570	76,763
Washington (Seattle)	31Mar52	868	11,408	2,296	761,161	29,274	215	11,585	298,596	75,971	374,567
Washington State	1Apr52	412	4,334	561	600,003	10,438	201	.... <sup>45</sup>	151,866	35,638	187,504
Wayne	30Feb52	674	17,384	2,923	417,430 <sup>46</sup>	32,477	78	3,491	191,791	32,925	224,716
Western Reserve	30Feb52	573	8,360	2,650	600,527	18,078	8	3,025	150,822	24,838	175,660
Wisconsin	30Feb52	1,106	11,109	2,911	861,979	45,218	17	10,000 <sup>47</sup>	292,116	56,293	348,409
Wyoming	30Feb52	265	2,059	253	170,327	7,584	19	1,372	49,561	5,878	55,439
Yale	31May52	760 <sup>48</sup>	4,200	3,488	4,139,659	83,385	42	2,977	588,210 <sup>49</sup>	....	588,210 <sup>50</sup>
High	.....	3,624	20,041	18,549	4,139,659	93,324	539	25,269	974,751	191,655	1,166,406
Median	.....	569	6,303	1,226	288,756	22,173	84	3,252	149,919	22,695	172,614
Low	.....	130	1,303	101	140,670	3,987	8	653	29,408	1,200	30,608
N <sup>11</sup>	.....	69	70	70	70	70	69	68	69	63	69

1 Resident teaching faculty, including part-time equated to full-time basis. 2 Total number of resident and special students (no person counted twice). 3 Central library and all agencies. 4 Includes all library materials except periodicals. 5 Includes supplies, transportation, and all other noncapital expenditures not specifically reported. 6 Exclusive of capital expenditures and those for auxiliary enterprises such as dormitories, cafeterias, etc. 7 Boulder campus only. 8 Excludes schools of Law and Medicine. 9 Estimate. 10 Includes Harvard and Teachers College. 11 Excludes part-time. 12 Not reported or not available. 13 Includes part-time not equated to full-time. 14 Number of libraries on which high, median, and low are based. 15 Excludes 9,969



# Statistics 1951-52 (Group I)

## Library Operating Expenditures<sup>1</sup>

Books <sup>2</sup>	Periodicals	Binding	Library Operating Expenditures <sup>1</sup>			Per Student Operating Expenditures	Total Institutional Expenditures <sup>3</sup>	Ratio Library Expenditures to Total Institutional Expenditures (Per Cent)	Budget, 1952-1953		
			Total for Books Periodicals & Binding	Other Operating Expenditures <sup>4</sup>	Total Operating Expenditures				Total Library Operating Budget	Books Periodicals & Binding	Salaries and Wages
\$106,441 <sup>1</sup>		\$17,325	\$123,766	\$12,704	\$ 311,115	\$59.05	\$ 5,666,570	5.5	\$ 300,000 <sup>5</sup>	\$120,000	\$ 175,000 <sup>6</sup>
18,426	\$10,390	9,125	44,350	8,632	131,490	25.78	3,909,721	3.3	143,390	49,100	88,000
53,081	21,500	12,637	87,218	14,017	246,400	74.75	3,554,626	6.9	261,939	84,901	161,246
312,545 <sup>7</sup>		100,026	412,571	86,487	1,065,464	97.87			1,858,392	384,880	1,348,755
310,227	53,299	91,633	455,159	63,633	1,141,518	85.19	8,808,725 <sup>8</sup>	12.9	1,086,744	301,083	608,191
116,667	30,858	41,194	188,719	43,345	715,433	97.76	19,717,915 <sup>9</sup>	3.6	719,543	202,369	477,524
36,568	9,464	8,479	54,511	4,950	197,751	13.39	6,700,000	2.9	208,733	54,850	148,853
226,805 <sup>10</sup>		56,300	283,105	51,000	1,101,968	31.09	4,288,884	5.1	254,602	85,061	162,443
						39.78			1,178,424	266,730	832,863
						72.11	25,370,720	2	743,872 <sup>11</sup>	228,475 <sup>12</sup>	455,000 <sup>13</sup>
49,638 <sup>14</sup>		10,061	59,699	4,643	214,430	22.91	3,844,000	5.6	266,960 <sup>15</sup>	45,000 <sup>16</sup>	157,600 <sup>17</sup>
									460,000	185,000	260,000
									576,645 <sup>18</sup>	209,490 <sup>19</sup>	375,188 <sup>20</sup>
137,212	8,796	16,717	162,725	6,173	344,321	57.88	5,525,554	6.2	432,322	160,703	194,222
44,100	7,500	6,400	58,000	4,950	166,342	18.74	4,000,000	4.1	170,886	56,500	108,436
26,414	6,202	4,520	37,136	6,000	109,462	33.82	2,500,000	4.3	122,308	39,050	73,757
74,528	21,505	8,830	104,863	8,772	257,979	80.24	3,199,933	7.4	232,987	81,892	141,695
12,926	10,405	8,344	31,673	5,694	67,839	32.14	2,869,382	3.6	114,530	34,193	74,289
153,283 <sup>21</sup>	64,019 <sup>22</sup>	46,114 <sup>23</sup>	257,416 <sup>24</sup>	18,000 <sup>25</sup>	656,821 <sup>26</sup>	61.35	42,003,888	3.2	1,325,139	334,033	989,149
									847,489 <sup>27</sup>	200,000 <sup>28</sup>	227,271 <sup>29</sup>
41,838	57,130	14,367	113,325	20,746	409,232	55.89	9,179,812	4.4	408,378	100,000	274,783
30,138	35,315	23,026	88,479	9,031	243,334	33.73	15,313,568	1.6	259,313	91,000	161,525
77,031 <sup>30</sup>		15,180	92,211	10,191	242,190	43.45	4,813,025	5.6	268,658	103,351	153,626
176,088	23,200	23,085	223,183	16,333	423,406	65.02			434,962	170,000	245,962
47,035	16,841	10,796	80,642	12,743	246,851	42.89			271,154	105,000	133,753
50,259	51,461	16,621	118,341	13,900	340,160	61.82	11,041,945	3	387,480	149,082	225,462
13,267	4,489	3,264	21,020	2,178	84,256	19.33	3,260,741	1.8	61,511	23,100	37,280
35,810	19,945	11,089	66,844	6,511	205,294	20.09			224,214 <sup>31</sup>	65,093 <sup>32</sup>	154,326
25,360	12,500	10,900	48,700	10,100	216,700	44.46			229,760 <sup>33</sup>	65,500	164,260
51,531	18,239	8,331	78,101	9,494	272,629	25.68	8,000,000	3.4	284,812	98,000	177,812
58,000	41,000	11,000	110,000	36,390	309,430	23.16	12,679,000	2.3	358,100	136,000	189,300
131,696	58,564	52,478	242,738	18,738	867,656	46.55	30,503,653	2.8	770,847	226,123	567,015
13,966 <sup>34</sup>	6,785	3,984	24,735 <sup>35</sup>	4,511	89,057	40.65	1,914,120	4.6	105,482 <sup>36</sup>	28,000 <sup>37</sup>	73,232
49,092 <sup>38</sup>		11,052	60,144	4,858	129,928	54.07	5,811,475	2.2	95,650	20,150	71,000
						40.12			380,340	150,000	200,340
24,000 <sup>39</sup>		5,789	29,789	6,696	93,060	29.47	3,221,088	2.7	100,380	30,000	65,000
39,021 <sup>40</sup>		8,573	47,594	6,348	149,697	39.43	2,995,740	5.5	141,000	46,700	98,500
88,206 <sup>41</sup>		14,801 <sup>42</sup>	103,007 <sup>43</sup>	21,994 <sup>44</sup>	490,550 <sup>45</sup>	12.97	28,355,885	1.7	569,965	108,000	435,000
78,380	38,833	13,870	131,092	24,140	415,956	72.06			416,000 <sup>46</sup>	131,000 <sup>47</sup>	261,000 <sup>48</sup>
									848,329	174,231	342,729
205,596 <sup>49</sup>											
85,202	15,500	15,383	116,085	22,710	367,178	33.70	24,811,653	2.5	665,000	200,000 <sup>50</sup>	450,000 <sup>51</sup>
67,340	12,738	12,548	89,635	21,440	309,445	64.07	5,100,537	7.6	260,540	103,520	163,980
24,746	31,394	14,407	70,537	10,882	240,556	48.11	8,778,969	2.7	232,728	65,848	159,300
134,963	33,187	32,292	200,342	19,183	603,947	35.24	17,368,076 <sup>52</sup>	3.4	765,882	238,000	482,462
65,783	17,413	11,743	94,939	15,962	316,057	27.35	18,917,352	1.7	314,714	74,000	223,164
71,833	39,651	18,533	122,817	31,812	442,711	125.74	7,795,086	5.6	463,906	139,296	310,110
59,388	27,299	18,583	101,270	16,016	300,619	32.42	16,705,152	1.8	283,273	82,300	186,043
35,129	10,998	6,767	52,904	5,497	131,185	1,694,921			140,580	56,360	80,680
52,510	25,202	15,325	93,037	16,133	269,181	84.85			274,554	88,000	162,780
			113,200	7,610	383,840	34.17	11,847,693	3.2	438,130	113,600	310,440
30,550	17,825	10,200	58,575	4,950	153,637	15.12			184,316	68,950	94,190
37,560	10,118	5,087	52,766	6,060	148,623	52.30	2,469,655	6	109,916 <sup>53</sup>	40,000 <sup>54</sup>	66,066 <sup>55</sup>
104,294 <sup>56</sup>		20,172	124,466	7,814	419,428	32.43	9,302,521	4.5	413,954	108,564	298,450
48,058	9,280	9,291	66,629	5,706	175,982	36.66	3,021,982	5.8	179,752	52,900	108,518
46,331	10,694	8,630	65,655	5,237	240,164	26.09			228,014	50,000	172,464
58,260	16,025	9,654	83,939	8,039	268,561	15.19	6,453,611	4.1	267,003	84,000	175,000
43,209	20,497	11,394	75,100	9,961	245,860	33.26	9,166,703	2.7	255,135	68,470	174,376
64,316	47,581	27,882	139,779	23,585	449,385	36.34	10,100,000	4.4	496,608	151,500	323,368
47,103	20,311	12,737	80,171	17,773	209,285	29.17	1,642,629	4.5	213,900	73,000	120,900
7,000	8,400	3,300	18,600	4,400	83,235	29.13	3,994,000	2.1	90,210	18,800	64,910
57,007	25,543	18,967	97,517	18,550	340,807	101.60	5,200,000 <sup>57</sup>	0.9	375,000	100,000	245,000
68,860	30,774	20,845	120,479	16,625	511,671	34.52	11,723,087	4.4	632,667	189,257	406,534
44,299	17,000	6,965	68,104	12,560	208,108	54.77	9,092,143	2.9	269,613	57,395	189,201
109,896	20,092	20,445	141,433	18,144	384,190	18.91			443,500	141,000	289,417
			74,615	15,549	265,823	24.14	6,379,710	4.1	275,995	71,000	189,705
140,541	41,985	47,929	230,455	28,018	606,879	43.29	24,614,518	2.4	670,941	202,241	453,381
14,507	6,167	2,822	23,546	3,286	82,271	35.56	5,671,249	1.4	95,405	31,572	60,739
			303,273 <sup>58</sup>		891,485 <sup>59</sup>	115.83	15,786,881 <sup>60</sup>	5.7	932,097 <sup>61</sup>	303,824	628,273
312,545	64,019	100,026	455,159	63,653	1,065,464	125.74	42,003,888	12.9	1,858,392	384,880	1,348,755
52,020	20,201	12,757	93,037	12,723	272,629	39.43	6,700,000	4.1	264,812	91,000	177,812
7,000	4,489	2,872	18,600	2,178	84,256	12.97	1,694,921	1.4	61,511	18,900	37,260
59	48	58	69	68	99	69	55	55	69	69	69

part-time. 16 Excludes 996 part-time. 17 Includes 175,000 documents. 18 Excludes microfilm. 19 Corrected figure. 20 Excludes School of Law. 21 Includes serials. 22 Period ending June 30, 1952. 23 Includes student service. 24 Excludes \$7,530 nonalimentary services. 25 Includes \$7,000 nonalimentary services. 26 Includes periodicals. 27 Excludes G.E.B. grant. 28 Excludes government research projects included last year. 29 Excludes Medical Center Libraries. 30 Excludes other operating expenditures. 31 McKim library only.

# College and University Library Salary

Library	Librarian	Assistant or Associate Librarian and/or Division Head			Department Heads			Head Librarian School, College, and Departmental (Prof.)		
		Minimum	Median	Maximum	Minimum	Median	Maximum	Minimum	Median	Maximum
Alabama	..... <sup>12</sup>	.....	.....	.....	\$4,000	\$4,400	\$4,800	.....	.....	.....
Arizona	\$ 6,600	.....	.....	.....	3,450	3,740	4,850	\$3,850	.....	.....
Brown	6,750	.....	.....	.....	3,540	3,740	4,800	3,000	\$3,120	\$3,240
California (Berkeley)	12,000	\$7,350 <sup>10</sup>	\$7,500 <sup>10</sup>	\$8,610 <sup>10</sup>	4,188	6,204	8,604	.....	.....	.....
California (Los Angeles)	11,400	6,672 <sup>10</sup>	..... <sup>10</sup>	7,500 <sup>10</sup>	8,496	6,375	7,728	3,720	4,620	5,772
Chicago	..... <sup>11</sup>	..... <sup>12</sup>	..... <sup>13</sup>	..... <sup>14</sup>	..... <sup>15</sup>	..... <sup>16</sup>	..... <sup>17</sup>	..... <sup>18</sup>	..... <sup>19</sup>	..... <sup>20</sup>
Clarkson	7,824	.....	.....	.....	4,044	.....	4,668	3,060	3,300	4,500
Colorado <sup>1</sup>	8,300	5,900	.....	.....	3,725	4,438	4,638	4,104	.....	.....
Columbia	..... <sup>11</sup>	6,300 <sup>12</sup>	..... <sup>13</sup>	..... <sup>14</sup>	3,600	4,500	5,000	.....	.....	.....
Cornell	..... <sup>11</sup>	5,371 <sup>12</sup>	7,100 <sup>13</sup>	9,300 <sup>14</sup>	3,720	4,428	4,960	3,312	3,816	3,948
Denver	5,500 <sup>15</sup>	3,700 <sup>16</sup>	.....	.....	3,850	4,100	4,200	3,200	..... <sup>17</sup>	4,500
Duke	..... <sup>18</sup>	8,300	8,850 <sup>19</sup>	..... <sup>20</sup>	4,500	4,825	5,500	3,000	4,750	6,250
Florida	7,000	4,900 <sup>21</sup>	8,225 <sup>22</sup>	5,650 <sup>23</sup>	4,600	5,040	5,550	3,600	3,900	4,200
Florida State	..... <sup>24</sup>	5,500	4,900 <sup>25</sup>	.....	3,200	3,600	3,800	.....	.....	.....
Fordham	..... <sup>26</sup>	6,330	3,600 <sup>27</sup>	.....	3,057	..... <sup>28</sup>	3,400	3,057	..... <sup>29</sup>	3,400
Georgetown	..... <sup>30</sup>	..... <sup>31</sup>	3,500 <sup>32</sup>	7,800 <sup>33</sup>	3,900	4,200	4,600	3,900	3,900	3,900
Georgia	..... <sup>34</sup>	6,240	5,100 <sup>35</sup>	.....	3,840	..... <sup>36</sup>	4,500	3,900	.....	.....
Idaho	..... <sup>37</sup>	12,300	8,460 <sup>38</sup>	8,660 <sup>39</sup>	4,700	5,810	6,000	3,600	4,920	6,800
Illinois	..... <sup>40</sup>	.....	.....	.....	5,300	.....	5,500	3,100	4,200	6,000
Indiana	..... <sup>41</sup>	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iowa	9,300	7,200 <sup>42</sup>	.....	.....	3,750	..... <sup>43</sup>	5,149	2,920	3,888	4,140
Iowa State	9,000	6,500 <sup>44</sup>	.....	.....	4,500	4,500	4,500	.....	.....	.....
Joint University	..... <sup>45</sup>	.....	.....	.....	..... <sup>46</sup>	..... <sup>47</sup>	..... <sup>48</sup>	..... <sup>49</sup>	..... <sup>50</sup>	..... <sup>51</sup>
Kansas	8,800	4,700 <sup>52</sup>	.....	.....	3,700	3,800	4,300	3,800	..... <sup>53</sup>	4,116
Kentucky	7,200	.....	.....	.....	3,644	3,760	4,076	1,932	2,664	4,332
Louisiana State <sup>1</sup>	..... <sup>54</sup>	..... <sup>55</sup>	..... <sup>56</sup>	..... <sup>57</sup>	..... <sup>58</sup>	..... <sup>59</sup>	..... <sup>60</sup>	..... <sup>61</sup>	..... <sup>62</sup>	..... <sup>63</sup>
Maine	5,800	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	6,750	.....	.....	.....	4,200	4,200	4,392	3,240	3,726	6,413
Mass. Inst. of Tech.	..... <sup>64</sup>	..... <sup>65</sup>	..... <sup>66</sup>	..... <sup>67</sup>	..... <sup>68</sup>	..... <sup>69</sup>	..... <sup>70</sup>	..... <sup>71</sup>	..... <sup>72</sup>	..... <sup>73</sup>
Miami	8,250 <sup>74</sup>	.....	.....	.....	4,400 <sup>75</sup>	4,650 <sup>76</sup>	5,200 <sup>77</sup>	3,520	4,180	4,620
Michigan State	9,600	4,000 <sup>78</sup>	.....	8,300 <sup>79</sup>	3,900	4,410	4,920	3,500	3,800	4,100
Minnesota	10,000	8,000 <sup>80</sup>	.....	.....	5,016	..... <sup>81</sup>	6,816	3,384	.....	4,680
Mississippi <sup>2</sup>	6,250 <sup>82</sup>	5,000 <sup>83</sup>	..... <sup>84</sup>	5,800 <sup>85</sup>	3,500	3,640	4,200	.....	.....	.....
Mississippi State	..... <sup>86</sup>	.....	.....	.....	3,780	3,825	4,300	..... <sup>87</sup>	..... <sup>88</sup>	..... <sup>89</sup>
Missouri	7,500	4,700 <sup>90</sup>	.....	.....	3,400	4,000	4,100	3,000	3,840	4,200
New Hampshire	5,100	4,200 <sup>91</sup>	.....	.....	3,600	3,950	4,200	.....	.....	.....
New Mexico	..... <sup>92</sup>	..... <sup>93</sup>	..... <sup>94</sup>	..... <sup>95</sup>	4,400	5,000	5,200	.....	.....	.....
New York (N.Y.U.)	..... <sup>96</sup>	..... <sup>97</sup>	..... <sup>98</sup>	..... <sup>99</sup>	3,700	4,300	5,100	.....	.....	.....
North Carolina	8,678	5,324 <sup>100</sup>	..... <sup>101</sup>	6,012 <sup>102</sup>	3,900	..... <sup>103</sup>	5,220	3,900	..... <sup>104</sup>	4,428
Northwestern	10,000	4,500 <sup>105</sup>	4,730 <sup>106</sup>	5,000 <sup>107</sup>	3,400	3,600 <sup>108</sup>	3,800 <sup>109</sup>	3,400 <sup>110</sup>	3,600 <sup>111</sup>	4,400 <sup>112</sup>
Ohio State	9,432	.....	.....	.....	4,428	5,832	6,024	2,112	3,480	4,524
Oklahoma	8,500	5,800 <sup>113</sup>	.....	.....	3,180	3,660	5,000	2,250 <sup>114</sup>	3,000	5,000
Oregon	9,200	5,200 <sup>115</sup>	.....	.....	4,003	4,400	5,200	4,000	..... <sup>116</sup>	4,600
Oregon State	9,200 <sup>117</sup>	5,900 <sup>118</sup>	.....	.....	4,400	4,800	5,000	.....	.....	.....
Pennsylvania	..... <sup>119</sup>	4,425 <sup>120</sup>	6,200 <sup>121</sup>	7,600 <sup>122</sup>	3,465	4,400	5,280	2,800	3,985	6,300
Pennsylvania State	7,800	5,680 <sup>123</sup>	.....	6,880 <sup>124</sup>	3,300	4,440	4,800	3,276	..... <sup>125</sup>	5,078
Princeton	..... <sup>126</sup>	5,500 <sup>127</sup>	..... <sup>128</sup>	6,000 <sup>129</sup>	3,480	..... <sup>130</sup>	4,920	3,480	..... <sup>131</sup>	4,200
Purdue	10,000	.....	.....	.....	.....	5,300	.....	3,830	4,000	4,600
Rice	..... <sup>132</sup>	.....	.....	.....	4,000	4,000	4,000	.....	.....	.....
Rochester	..... <sup>133</sup>	.....	.....	.....	4,500	4,500	4,500	3,200	..... <sup>134</sup>	4,500
Rutgers	8,500	7,320 <sup>135</sup>	.....	.....	5,478	.....	.....	5,478	6,530	7,530
St. Louis	7,500	4,320 <sup>136</sup>	..... <sup>137</sup>	5,040 <sup>138</sup>	3,790	..... <sup>139</sup>	4,200	2,400	..... <sup>140</sup>	4,200
South Carolina	6,000	3,200 <sup>141</sup>	.....	.....	3,300 <sup>142</sup>	3,500 <sup>143</sup>	3,672 <sup>144</sup>	.....	.....	.....
Southern California	..... <sup>145</sup>	.....	.....	.....	3,300	3,820	4,200	3,200	3,720	5,000
Southern Methodist	6,636	4,032 <sup>146</sup>	.....	.....	3,000	3,360	3,360	4,200	4,560	4,632
Syracuse	7,900	4,200 <sup>147</sup>	.....	.....	3,780	..... <sup>148</sup>	3,900	2,700	..... <sup>149</sup>	3,420
Temple	6,000	4,360 <sup>150</sup>	.....	.....	3,600	..... <sup>151</sup>	4,140	3,600	..... <sup>152</sup>	4,140
Tennessee	..... <sup>153</sup>	..... <sup>154</sup>	..... <sup>155</sup>	..... <sup>156</sup>	4,200 <sup>157</sup>	4,300 <sup>158</sup>	5,300 <sup>159</sup>	3,000 <sup>160</sup>	3,200 <sup>161</sup>	5,000 <sup>162</sup>
Texas	8,400	5,800 <sup>163</sup>	.....	.....	3,380	4,092	5,000	2,904	3,360	4,284
Utah	..... <sup>164</sup>	3,880 <sup>165</sup>	4,400 <sup>166</sup>	4,410 <sup>167</sup>	3,300	3,600	3,800	.....	.....	.....
Vermont	6,500	3,800 <sup>168</sup>	.....	.....	3,600	.....	.....	3,300	..... <sup>169</sup>	4,000
Virginia	7,616	.....	.....	.....	5,048	5,000	5,936	3,752	..... <sup>170</sup>	5,936
Washington (St. Louis)	..... <sup>171</sup>	.....	.....	.....	4,000	4,125	4,250	2,400	..... <sup>172</sup>	5,000
Washington (Seattle)	9,370	.....	.....	.....	5,100	5,880	5,880	3,000	3,900	4,980
Washington State	9,000	8,000 <sup>173</sup>	.....	.....	..... <sup>174</sup>	..... <sup>175</sup>	..... <sup>176</sup>	..... <sup>177</sup>	..... <sup>178</sup>	..... <sup>179</sup>
Wayne	10,792	.....	.....	.....	5,556	6,162	6,825	6,162	6,162	6,162
Western Reserve	..... <sup>180</sup>	..... <sup>181</sup>	..... <sup>182</sup>	..... <sup>183</sup>	..... <sup>184</sup>	..... <sup>185</sup>	..... <sup>186</sup>	..... <sup>187</sup>	..... <sup>188</sup>	..... <sup>189</sup>
Wisconsin	8,250	7,810 <sup>190</sup>	..... <sup>191</sup>	8,000 <sup>192</sup>	4,825	5,575	6,174	3,768	4,428	6,424
Wyoming	..... <sup>193</sup>	.....	.....	.....	3,000	3,948	4,296	.....	.....	.....
Yale	..... <sup>194</sup>	.....	.....	.....	..... <sup>195</sup>	..... <sup>196</sup>	..... <sup>197</sup>	..... <sup>198</sup>	..... <sup>199</sup>	..... <sup>200</sup>
High	12,900	8,000	.....	.....	3,950	6,375	8,604	6,162	6,530	7,530
Median	8,250	5,324	.....	.....	3,815	4,400	4,850	3,300	3,994	4,476
Low	5,100	3,200	.....	.....	3,000	3,360	3,390	1,932	2,664	3,120
N <sup>1</sup>	47	39	.....	.....	60	47	38	48	28	43

1 All library agencies included; excludes student assistants and building maintenance staff. 2 Boulder campus only. 3 Excludes Schools of Law and Medicine. 4 On leave without pay 1952-53. 5 Assistant or associate librarian. 6 Division head. 7 Evanston campus only. 8 Part-time assistant librarian. 9 Estimate. 10 McKim Library only. 11 Knoxville division only. 12 Not reported or not available. 13 Does not include

# Statistics 1952-53 (As of September 1, 1952) (Group I)

All Other Professional Assistants			All Nonprofessional Assistants			Total Number of Employees in Full-Time Equivalent			Hours of Student Assistance
Maximum	Median	Minimum	Maximum	Median	Minimum	Professional	Non-Professional	Total	
\$2,300	\$3,200	\$3,850	\$1,500	\$1,900	\$2,150	34	19	53	50,000 <sup>15</sup>
3,200	3,500	3,350	2,400	2,332	3,000	10	11	21	28,098
2,640	3,000	3,648	1,680	1,920	2,880	22	34	56	18,461
3,372	4,512	6,516	2,400	2,988	5,628	114	164	278	169,339
3,372	4,188	5,232	2,400	3,060	4,728	70	148	218	145,171
3,204	3,420	3,900	1,836	2,332	3,084	61	80	141	115,000 <sup>15</sup>
3,156	3,506	3,780	1,992	2,064	3,288	13	32	45	17,436
3,100	3,540	4,480	1,800	2,260	3,600	18	15	33	46,950
3,072	3,516	4,956	1,848	2,180	3,252	97	226 <sup>16</sup>	323	31,514
3,200	3,300	3,700	1,800	1,980	2,700	24	21	45	22,099
3,050	3,550	4,550	1,800	2,220	3,500	42	41	83	35,000
3,300	3,424	4,300	2,600	2,775	2,950	44	55	99	84,081
3,120	3,400	3,800	1,820	2,114	2,600	34	18	52	19,049
3,057	3,150	3,200	2,600	2,800	2,800	10	13	23	16,250
3,000	3,360	3,600	1,680	1,820	2,300	24	17	41	24,361
3,600	3,700	3,900	1,800	2,250	2,250	12	8	20	10,270
3,000	3,700	5,860	1,800	2,206	3,660	132	101	234	129,378
3,600	3,900	6,000	1,920	2,220	3,213	40	83	92	57,835
3,000	3,520	3,932	1,980	2,220	3,120	27	45	76	50,347
3,240	3,360	3,660	1,900	1,920	2,700	18	28	46	25,111
3,300	3,500	3,900	1,716	2,545	4,400	27	15	42	60,700
2,400	2,920	3,468	1,512	1,800	2,184	28	18	43	79,677
2,675	3,425	3,850	1,560	1,728	2,080	35	25	60	32,773
3,240	4,000	4,392	2,280	2,580	3,000	6	5	11	9,287
3,250	3,520	4,450	1,680	1,920	2,838	21	17	38	23,041
3,540	3,840	4,140	2,400	3,010	3,620	30	24	54	17,885
2,384	3,040	3,040	2,040	2,336	3,336	19	32	51	26,243
3,000	3,100	3,100	1,680	1,920	2,750	24	17	41	49,750
2,700	2,850	3,300	1,750	1,750	2,100	73	87	160	66,273
2,900	3,300	3,930	1,560	1,800	2,700	13	5	18	17,229
3,100	3,200	3,800	1,500	1,700	1,880	15	5	20	18,878
3,700	4,200	4,300	2,100	2,300	2,700	28	39	67	37,199
3,300	3,700	4,500	1,500	2,100	3,000	11	7	18	19,286
2,892	4,000	4,000	1,554	2,050	3,050	12	9	21	27,150
3,000	3,200	3,400	2,040	2,160	2,800	42	113	155	25,609
2,520	3,456	4,344	2,112	2,208	2,280	44	26	70	69,787
2,700	3,180	4,300	1,680	1,920	2,520	43	55	98	60,486
2,750	3,400	3,900	1,956	2,040	3,408	61	84	146	69,011
3,100	3,700	4,510	2,040	2,310	2,868	29	28	57	45,092
3,000	3,500	4,840	1,560	2,200	3,300	29	26	56	19,281
3,120	3,420	3,960	1,680	2,100	2,880	12	12	24	27,182
1,980	3,000	3,600	1,500	1,800	2,400	53	92	145	39,432
3,850	4,100	5,200	1,740	1,860	3,240	28	29	57	65,531
2,700	2,800	3,400	2,200	2,390	2,400	64	60	124	14,174
2,600	3,200	3,800	1,716	1,924	2,600	22	28	50	45,017
3,300	3,600	4,620	1,920	2,640	3,360	10	11	21	18,860
2,490	3,750	1,200	1,200	2,490	2,490	27	25	53	18,000
2,800	3,000	3,120	1,800	1,920	2,320	18	21	39	16,096
2,700	3,225	4,000	1,800	2,063	2,900	13	19	32	25,609
2,700	2,850	3,000	1,800	1,950	2,040	45	48	94	67,262
2,580	3,480	1,200	1,200	2,640	2,640	21	13	34	22,030
3,000	3,090	3,090	1,440	2,840	2,840	35	29	64	29,467
3,000	3,800	4,200	1,500	1,800	3,220	33	28	61	39,428
2,904	3,048	4,284	1,944	2,052	3,900	39	36	75	18,292
3,200	3,400	3,800	2,000	2,300	2,500	45	30	75	101,036
2,800	3,600	3,600	1,560	1,560	3,000	16	12	28	48,000
2,952	3,752	4,616	1,948	2,700	3,312	12	5	17	8,000
2,820	2,733	3,250	1,800	2,240	2,240	29	40	69	43,000 <sup>15</sup>
2,880	3,600	4,800	2,100	2,400	3,780	28	29	57	16,563
4,188	4,893	6,162	2,751	3,670	4,550	44	54	98	74,594
3,228	3,647	4,476	2,508	2,988	3,228	35	22	57	47,516
3,000	3,480	3,960	1,860	2,190	2,520	21	37	58	43,794
2,700	3,480	4,200	1,500	2,040	3,000	33	24	57	28,788
4,186	4,893	6,516	2,751	3,670	5,628	73	15	88	78,263
3,000	3,468	3,950	1,800	2,160	2,875	9	6	15	9,415
1,980	2,800	3,000	1,200	1,700	1,880	96	124	220	3,202
63	52	62	64	53	64	70	70	70	68

salary as Director of School of Librarianship. 14 Number of libraries on which high, median, and low are based. 15 Excludes \$1,104 as Director of Libraries of Oregon System of Higher Education. 16 Includes students. 17 Includes 10% for retirement. 18 For nine months only

Library	Fiscal Year Ending	Enrollment Total Undergraduate	Faculty	Total Undergraduate	New- case Clas- sified Re- ceived	Staff Illu- stration	Staff Service	Student Service	Total Staff Student Service	Books	Periodi- cals	Binding	Total Basic Periodi- cals & Binding	Other Expendi- tures	Total Operating Expendi- tures	Total College Expendi- tures
1. Adelphi	301/52	105	1,634	315	3,875	7	522	7	\$ 27,230	\$ 14,946	\$ 10,054	\$ 2,430	\$ 1,541	\$ 1,702	\$ 9,055	\$ 1,301,875
2. Albany	301/52	73	1,017	12	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
3. Albany	301/52	102	1,052	12	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
4. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
5. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
6. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
7. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
8. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
9. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
10. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
11. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
12. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
13. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
14. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
15. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
16. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
17. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
18. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
19. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
20. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
21. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
22. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
23. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
24. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
25. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
26. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
27. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
28. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
29. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
30. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
31. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
32. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
33. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
34. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
35. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
36. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
37. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
38. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
39. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
40. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
41. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
42. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
43. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
44. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
45. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
46. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
47. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
48. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
49. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
50. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
51. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
52. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
53. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
54. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
55. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
56. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
57. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702
58. Albany	301/52	74	1,011	3	2,802	13	410	13	410	17,422	2,086	1,051	10,558	1,056	1,317	1,710,702

High	525	8,219	1,604	405,917	14,132	480	3,605	142,081	42,067	136,185	43,307	19,531	13,859	74,107	18,580	232,716	8,000,000
Median	131	1,512	267	133,530	4,882	18	605	35,046	4,310	10,906	16,777	3,884	1,299	532	7,443	30,819	1,311,275
Low	56	539	43	33,426	1,765	3	322	12,630	55	36	58	58	58	58	58	58	58

# Statistics 1951-52 (Group II)

Salaries, September 1, 1952

Library	Associate Chief Librarian	Division Head	Department Head	Head of Stacks or Dept. of Librarian	All Other Professional Personnel Minimum Maximum Median	All Nonprofessional Personnel Minimum Maximum Median	Total Number of Employees in Full- Time Equivalent Positions	Hours Allocated Annually
1. Adelphi	.....	.....	.....	.....	\$5,000	.....	6	10,484
2. Albany	.....	.....	.....	.....	.....	.....	4	10,484
3. Albany	.....	.....	.....	.....	.....	.....	4	4,316
4. Albany	.....	.....	.....	.....	.....	.....	4	8,350
5. Belmont	.....	.....	.....	.....	.....	.....	4	8,350
6. Bowdoin	.....	.....	.....	.....	.....	.....	4	5,497
7. Brooklyn	.....	.....	.....	.....	.....	.....	3	25,923
8. Bryn Mawr	.....	.....	.....	.....	.....	.....	25	7,151
9. Butler	.....	.....	.....	.....	.....	.....	9	7,151
10. Carleton	.....	.....	.....	.....	.....	.....	4	2,000
11. Catholic U. of America	.....	.....	.....	.....	.....	.....	17	8,000
12. Chapman	.....	.....	.....	.....	.....	.....	9	5,366
13. Colby	.....	.....	.....	.....	.....	.....	5	5,439
14. Colgate	.....	.....	.....	.....	.....	.....	7	5,948
15. Colorado A. & M.	.....	.....	.....	.....	.....	.....	6	11,371
16. Dartmouth	.....	.....	.....	.....	.....	.....	26	12,258
17. Denison	.....	.....	.....	.....	.....	.....	5	12,258
18. Dickinson	.....	.....	.....	.....	.....	.....	6	16,011
19. Duquesne	.....	.....	.....	.....	.....	.....	5	1,500
20. Fisk	.....	.....	.....	.....	.....	.....	4	11
21. Hamilton	.....	.....	.....	.....	.....	.....	4	2,536
22. Holy Cross	.....	.....	.....	.....	.....	.....	5	2
23. Howard	.....	.....	.....	.....	.....	.....	13	13,750
24. Illinois State	.....	.....	.....	.....	.....	.....	8	12,419
25. Illinois Inst. of Technology	.....	.....	.....	.....	.....	.....	8	4,350
26. Kansas State	.....	.....	.....	.....	.....	.....	15	25,444
27. Lewis & Clark	.....	.....	.....	.....	.....	.....	4	5,965
28. Marshall	.....	.....	.....	.....	.....	.....	2	8,492
29. Marygrove	.....	.....	.....	.....	.....	.....	6	2
30. Montana State	.....	.....	.....	.....	.....	.....	5	4,912
31. Mount Holyoke	.....	.....	.....	.....	.....	.....	9	1,520
32. Mount St. Mary's	.....	.....	.....	.....	.....	.....	2	1,812
33. New Rochelle	.....	.....	.....	.....	.....	.....	6	7,200
34. North Carolina State	.....	.....	.....	.....	.....	.....	5	5,079
35. North Texas State	.....	.....	.....	.....	.....	.....	10	9,087
36. Oberlin	.....	.....	.....	.....	.....	.....	18	43,072
37. Occidental	.....	.....	.....	.....	.....	.....	22	40,78
38. Occidental	.....	.....	.....	.....	.....	.....	8	11,000
39. Occidental	.....	.....	.....	.....	.....	.....	13	11,000
40. Queens	.....	.....	.....	.....	.....	.....	4	18
41. Roosevelt	.....	.....	.....	.....	.....	.....	9	1,212
42. Rensselaer	.....	.....	.....	.....	.....	.....	3	2,510
43. St. Thomas	.....	.....	.....	.....	.....	.....	4	8,239
44. St. Thomas	.....	.....	.....	.....	.....	.....	1	2
45. Smith	.....	.....	.....	.....	.....	.....	15	20
46. South Dakota State	.....	.....	.....	.....	.....	.....	5	10,391
47. Southern Illinois	.....	.....	.....	.....	.....	.....	13	22,315
48. Utah State	.....	.....	.....	.....	.....	.....	17	8,200
49. Valparaiso	.....	.....	.....	.....	.....	.....	3	5,940
50. Vassar	.....	.....	.....	.....	.....	.....	15	29
51. Virginia Polytechnic Inst.	.....	.....	.....	.....	.....	.....	17	38
52. Wake Forest	.....	.....	.....	.....	.....	.....	3	13,125
53. Wellesley	.....	.....	.....	.....	.....	.....	17	12,419
54. Wellesley	.....	.....	.....	.....	.....	.....	17	11,311
55. Williams & Mary	.....	.....	.....	.....	.....	.....	7	11,519
56. Williams	.....	.....	.....	.....	.....	.....	5	10,028
57. Xavier	.....	.....	.....	.....	.....	.....	5	4,093
58. Xavier	.....	.....	.....	.....	.....	.....	5	6,389
59. Xavier	.....	.....	.....	.....	.....	.....	3	8,278
60. Xavier	.....	.....	.....	.....	.....	.....	28	54
61. Xavier	.....	.....	.....	.....	.....	.....	3	1
62. Xavier	.....	.....	.....	.....	.....	.....	3	1
63. Xavier	.....	.....	.....	.....	.....	.....	3	1
64. Xavier	.....	.....	.....	.....	.....	.....	3	1
65. Xavier	.....	.....	.....	.....	.....	.....	3	1
66. Xavier	.....	.....	.....	.....	.....	.....	3	1
67. Xavier	.....	.....	.....	.....	.....	.....	3	1
68. Xavier	.....	.....	.....	.....	.....	.....	3	1
69. Xavier	.....	.....	.....	.....	.....	.....	3	1
70. Xavier	.....	.....	.....	.....	.....	.....	3	1
71. Xavier	.....	.....	.....	.....	.....	.....	3	1
72. Xavier	.....	.....	.....	.....	.....	.....	3	1
73. Xavier	.....	.....	.....	.....	.....	.....	3	1
74. Xavier	.....	.....	.....	.....	.....	.....	3	1
75. Xavier	.....	.....	.....	.....	.....	.....	3	1
76. Xavier	.....	.....	.....	.....	.....	.....	3	1
77. Xavier	.....	.....	.....	.....	.....	.....	3	1
78. Xavier	.....	.....	.....	.....	.....	.....	3	1
79. Xavier	.....	.....	.....	.....	.....	.....	3	1
80. Xavier	.....	.....	.....	.....	.....	.....	3	1
81. Xavier	.....	.....	.....	.....	.....	.....	3	1
82. Xavier	.....	.....	.....	.....	.....	.....	3	1
83. Xavier	.....	.....	.....	.....	.....	.....	3	1
84. Xavier	.....	.....	.....	.....	.....	.....	3	1
85. Xavier	.....	.....	.....	.....	.....	.....	3	1
86. Xavier	.....	.....	.....	.....	.....	.....	3	1
87. Xavier	.....	.....	.....	.....	.....	.....	3	1
88. Xavier	.....	.....	.....	.....	.....	.....	3	1
89. Xavier	.....	.....	.....	.....	.....	.....	3	1
90. Xavier	.....	.....	.....	.....	.....	.....	3	1
91. Xavier	.....	.....	.....	.....	.....	.....	3	1
92. Xavier	.....	.....	.....	.....	.....	.....	3	1
93. Xavier	.....	.....	.....	.....	.....	.....	3	1
94. Xavier	.....	.....	.....	.....	.....	.....	3	1
95. Xavier	.....	.....	.....	.....	.....	.....	3	1
96. Xavier	.....	.....	.....	.....	.....	.....	3	1
97. Xavier	.....	.....	.....	.....	.....	.....	3	1
98. Xavier	.....	.....	.....	.....	.....	.....	3	1
99. Xavier	.....	.....	.....	.....	.....	.....	3	1
100. Xavier	.....	.....	.....	.....	.....	.....	3	1

1 Oberlin College library statistics include expenditures for Oberlin public library which is under college library administration. 2 Number of persons not equal to full-time basis. 3 \$2,000 non-salaried services. 4 For binding outside library. Library binding included in Other Expenditures. 5 \$4,320 non-salaried services. 6 \$5,874 non-salaried services. 7 \$6,000 non-salaried services. 8 \$11,500 non-salaried services. 9 \$11,500 non-salaried services. 10 \$11,500 non-salaried services. 11 \$11,500 non-salaried services. 12 \$11,500 non-salaried services. 13 \$11,500 non-salaried services. 14 \$11,500 non-salaried services. 15 \$11,500 non-salaried services. 16 \$11,500 non-salaried services. 17 \$11,500 non-salaried services. 18 \$11,500 non-salaried services. 19 \$11,500 non-salaried services. 20 \$11,500 non-salaried services. 21 \$11,500 non-salaried services. 22 \$11,500 non-salaried services. 23 \$11,500 non-salaried services. 24 \$11,500 non-salaried services. 25 \$11,500 non-salaried services. 26 \$11,500 non-salaried services. 27 \$11,500 non-salaried services. 28 \$11,500 non-salaried services. 29 \$11,500 non-salaried services. 30 \$11,500 non-salaried services. 31 Includes hours by scholarship students. 32 Includes hours by scholarship students. 33 Includes hours by scholarship students. 34 Includes hours by scholarship students. 35 Includes hours by scholarship students. 36 Includes hours by scholarship students. 37 Includes hours by scholarship students. 38 Includes hours by scholarship students. 39 Includes hours by scholarship students. 40 Includes hours by scholarship students. 41 Includes hours by scholarship students. 42 Includes hours by scholarship students. 43 Includes hours by scholarship students. 44 Includes hours by scholarship students. 45 Includes hours by scholarship students. 46 Includes hours by scholarship students. 47 Includes hours by scholarship students. 48 Includes hours by scholarship students. 49 Includes hours by scholarship students. 50 Includes hours by scholarship students. 51 Includes hours by scholarship students. 52 Includes hours by scholarship students. 53 Includes hours by scholarship students. 54 Includes hours by scholarship students. 55 Includes hours by scholarship students. 56 Includes hours by scholarship students. 57 Includes hours by scholarship students. 58 Includes hours by scholarship students. 59 Includes hours by scholarship students. 60 Includes hours by scholarship students. 61 Includes hours by scholarship students. 62 Includes hours by scholarship students. 63 Includes hours by scholarship students. 64 Includes hours by scholarship students. 65 Includes hours by scholarship students. 66 Includes hours by scholarship students. 67 Includes hours by scholarship students. 68 Includes hours by scholarship students. 69 Includes hours by scholarship students. 70 Includes hours by scholarship students. 71 Includes hours by scholarship students. 72 Includes hours by scholarship students. 73 Includes hours by scholarship students. 74 Includes hours by scholarship students. 75 Includes hours by scholarship students. 76 Includes hours by scholarship students. 77 Includes hours by scholarship students. 78 Includes hours by scholarship students. 79 Includes hours by scholarship students. 80 Includes hours by scholarship students. 81 Includes hours by scholarship students. 82 Includes hours by scholarship students. 83 Includes hours by scholarship students. 84 Includes hours by scholarship students. 85 Includes hours by scholarship students. 86 Includes hours by scholarship students. 87 Includes hours by scholarship students. 88 Includes hours by scholarship students. 89 Includes hours by scholarship students. 90 Includes hours by scholarship students. 91 Includes hours by scholarship students. 92 Includes hours by scholarship students. 93 Includes hours by scholarship students. 94 Includes hours by scholarship students. 95 Includes hours by scholarship students. 96 Includes hours by scholarship students. 97 Includes hours by scholarship students. 98 Includes hours by scholarship students. 99 Includes hours by scholarship students. 100 Includes hours by scholarship students.

# College and University Library

Library	Fiscal Year Ending	Faculty	Enrollment		Book Stock	Volumes Added	Newspapers Currently Received	Periodicals Currently Received
			Total Undergraduates	Total Graduates				
1. Agnes Scott	1Je52	51	460	...	65,000	1,400	7	271
2. Alabama College	31Ag52	68	662	...	61,201	1,754	16	414
3. Alaska	30Je52	45	296	10	32,247	2,472	16	366
4. Alfred	30Je52	90	834	43	74,201	1,800	6	149
5. Arkansas A. & M.	30Je52	80	547	...	28,000	752	12	275
6. Arkansas State	30Je52	65	863	...	33,903	1,745	6	352
7. Ashland	1Je52	46	329	...	26,790	674	5	170
8. Augustana	31Jy52	40.4	624	...	32,929	1,046	5	240
9. Baldwin-Wallace	30Je52	101	1,555	...	55,343	2,878	7	495
10. Bard	30Je52	34	262	...	63,216	2,813	10	310
11. Bates	30Je52	60	859	...	88,238	2,383	8	382
12. Beaver	1952	54	491	...	29,779	1,045	6	195
13. Bennett	30Je52	35	455	...	29,903	1,341	17	425
14. Birmingham-Southern	31Ag52	50	690	...	75,092	1,737	12	454
15. Catawba	30Je52	44	591	...	37,928	2,352	9	750
16. Central	30Je52	46	596	...	52,856	1,138	8	289
17. Centre	31Ag52	35	450	...	62,025	1,475	20	211
18. Coe	30Je52	60	762	...	60,754	1,329	9	232
19. Colorado	30Je52	62	798	16	152,757	2,725	17	659
20. Concord	30Je52	48	643	...	26,190	1,709	15	215
21. Concordia	30Je52	62	890	...	40,076	1,438	6	210
22. Davidson	1My52	70	828	...	57,877	2,230	37	249
23. Deane	30Je52	28	278	...	38,321	1,329	7	196
24. Drury	31My52	39	674	...	65,700	1,350	10	228
25. Earlham	30Je52	45	678	5	80,194	2,428	8	350
26. Elmhurst	30Je52	44	359	...	61,045	947	6	256
27. Elon	31My52	42	642	...	40,922	1,215	7	169
28. Emory & Henry	31Ag52	30	516	...	29,462	891	10	209
29. Evansville	30Je52	91	992	...	32,119	1,300	9	304
30. Findlay	1My52	22	307	14	16,809	802	3	136
31. Guilford	31My52	34	475	...	34,412	1,086	12	263
32. Hiram	30Je52	40	475	...	66,996	1,750	5	320
33. Hollins	30Je52	43	361	...	49,599	1,560	9	241
34. Hood	15Jy52	45	499	...	32,872	2,078	6	216
35. Hope	31Ag52	60	830	...	49,790	1,726	6	286
36. Houghton	30Ap52	33	615	...	32,199	1,783	7	278
37. Illinois Wesleyan	31Jy52	58	841	10	80,377	1,466	5	314
38. Innocentiate Heart	30Je52	68	685	90	51,747	5,222	17	420
39. Juniata	18Je52	44	553	...	64,706	1,135	20	303
40. Knox	30Je52	65	781	...	89,019	2,808	6	300
41. Lawrence	30Je52	73	814	...	72,111	2,421	4	350
42. Lebanon Valley	31My52	44	658	...	82,510	2,380	6	361
43. Livingston	30Je52	29	417	...	30,143	1,679	27	132
44. Loras	30Je52	47	763	...	112,085	1,815	2	281
45. Luther	30Je52	38	728	...	94,333	1,612	12	245
46. Macalester	1Jy52	100	1,440	10	60,500	2,451	13	250
47. Maryville	31Jy52	53	605	...	55,570	1,007	10	361
48. Midland	30My52	28	370	...	30,000	1,400	5	208
49. James Millikin	30Je52	58	1,139	12	49,420	2,111	5	265
50. Millsaps	30Je52	38	656	...	35,127	1,243	3	151
51. Mount Union	30Je52	45	676	...	84,577	2,303	6	592
52. Muskingum	31Ag52	68	765	...	37,367	1,124	8	228
53. Parsons	31Ag52	30	280	...	26,109	3,957	5	175
54. Randolph-Macon	30Ap52	80	592	...	75,317	1,818	15	314
55. St. Catherine	30Je52	60	802	...	75,396	1,773	19	385
56. St. John (Cleveland)	30Je52	70	832	83	87,710	3,018	23	495
57. St. Joseph	31Jy52	48	524	...	52,656	1,694	11	391
58. Scripps	1952	57	221	...	42,085	2,173	5	92
59. College of the Sorensen	30Je52	73	967	2	91,746	1,983	3	326
60. Seton Hall	31Ag52	86	497	...	35,402	1,012	14	206
61. Simpson	31Ag52	34	440	...	40,018	1,413	7	265
62. Sweet Briar	30Je52	51	448	...	78,197	2,124	12	402
63. Trinity (San Antonio)	30Ag52	74.5	1,015	483	55,627	2,386	17	432
64. Union	30Je52	40	711	...	50,367	1,413	7	361
65. Ursinus	30Je52	44	687	6	41,792	1,099	9	199
66. Washington & Jefferson	30Je52	46	529	7	81,537	2,273	10	306
67. Washington & Lee	30Je52	60	929	...	149,719	3,871	11	390
68. Whittier	31Ag52	67	979	42	54,809	1,721	7	418
69. Wilberforce	30Je52	38	338	...	13,816	1,490	43	210
70. Willamette	30Je52	74	960	20	54,789	1,297	6	...
High	...	101	1,555	485	152,757	5,222	42	659
Median	...	48	636	13	52,583	1,712	8	281
Low	...	22	221	2	13,816	674	2	92
Nº	...	70	70	16	70	70	70	69

1 Not included in library budget. 2 \$112 nonalaried service. 3 Included periodicals. 4 \$1,392 not in library budget. 5 \$14,500 nonalaried service. 6 \$2,500 nonalaried service. 7 \$8,800 nonalaried service. 8 \$8,500 nonalaried service. 9 Estimated nonalaried service. 10 Includes \$4,388 Joint Library Service and \$1,690 supplies, etc. 11 1960 nonalaried service. 12 Juniata continued in Group III statistics although un-



# Statistics 1951-52 (Group III)

Expenditures									
Staff Salaries	Student Service	Total Staff Salaries and Student Service	Books	Periodi- cals	Binding	Total Books, Periodi- cals & Binding	Other Expendi- tures	Total Operating Expendi- tures	Total College Expendi- tures
\$11,300		\$11,300	\$ 3,650	\$1,298	\$ 744	\$ 5,692		\$16,992	
14,550	82,416	16,966	4,888	1,942	744	7,574	606	25,146	607,000
10,450	1,503	11,953	10,200	2,000	3,439	15,639	1,822	29,414	1,487,750
8,612	1,088	9,700	4,975	465	114	5,554	147	15,401	486,014
7,000	1,200	8,200	1,200	1,500	100	2,800		11,000	297,030
12,221	1,181	14,402	4,016	1,138	449	5,603	1,174	21,179	679,451
7,892	476	8,368	2,145	700	355	3,600	200	12,168	255,553
7,015	1,948	8,963	3,499	972	875	5,346	360	14,629	337,035
16,818	1,300	18,118	6,399	2,283	1,431	10,083	1,014	29,237	1,210,000
14,550	1,550	16,100	8,109		2,100	10,209	1,550	27,859	
12,850	1,716	14,566	6,261	1,250	1,100	8,711	800	24,077	
8,020	450	8,470	1,569	750	462	2,781	220	11,471	655,160
4,972	1,040	6,012	2,374	626	216	3,216	9,267	230,467	
10,988	2,861	13,849	3,823	1,709	1,248	6,780	997	21,626	417,983
10,389	784	11,173	1,991	794	715	3,504	497	15,174	
8,908	1,316	10,224	1,956	1,070	286	3,321	703	14,248	301,987
7,620	1,240	8,860	3,800	1,000	700	5,500	2,575	16,935	314,042
10,150	1,344	11,494	2,274	1,302	553	4,129	545	16,168	498,441
15,496	3,422	18,918	4,284	2,806	1,684	8,774	1,381	29,073	602,633
13,320	2,106	15,426	4,034	1,000	1,000	6,000	443	21,869	434,293
7,185	1,748	8,933	2,352	721	421	3,494	1,017	13,464	463,649
11,070	2,940	14,010	6,507	1,849	905	9,351	1,389	24,750	641,050
6,660	1,301	7,961	3,427	468	453	4,348	391	12,703	211,567
7,190	1,161	8,351	4,125	1,228	444	5,798	452	14,601	325,062
10,620	1,476	12,096	3,302	1,686	528	5,726	764	18,586	461,830
6,680	1,321	8,001	2,107	1,001	356	3,556	219	11,775	380,386
7,760	980	8,740	1,494	984	143	2,620	491	11,781	529,498
3,270	1,580	4,850	2,000	358	312	3,270		8,129	251,015
7,025	1,062	8,087	2,577	1,262	613	4,452	796	13,315	379,009
3,200		3,200	1,180	887	176	2,243	172	5,615	162,524
6,661	1,169	7,772	2,865	1,120	321	4,304	659	12,739	221,137
9,300	609	9,909	4,703	1,200	1,109	7,003		16,933	
10,100	360	10,460	4,887	1,392	497	6,661	17,697	33,000	370,000
9,199	2,581	11,780	4,832	982	554	6,412	824	19,036	786,000
12,200	2,280	14,480	4,563	1,403	1,002	6,967	833	23,319	486,199
9,532	2,641	12,173	1,239	1,019	679	2,937	991	16,301	271,593
10,955	2,938	13,893	4,593	1,503	409	6,409	988	21,281	547,000
19,110		19,110	5,715	1,746	166	7,627	1,037	27,774	
7,029	2,297	9,326	4,368	1,292	459	6,289	15,615	31,209	394,461
16,640	2,402	18,742	5,093	1,675	1,316	8,021	1,669	28,425	1,033,276
15,491	953	16,444	3,842	1,688	567	6,137	1,322	23,900	573,146
13,045	419	13,464	3,502	989	1,288	5,869	670	20,003	358,852
8,200	510	8,710	2,000	873	362	3,235		11,945	171,316
6,174	3,589	9,763	2,474	1,800	1,495	5,869		15,632	366,454
12,456	1,663	14,121	4,448	1,093	775	6,223	696	21,043	403,794
15,800	4,776	20,576	3,080	1,400	760	5,109		25,676	1,132,146
8,861	2,186	11,047	2,369	1,159	536	4,064	1,119	16,230	607,651
5,506	929	6,435	3,166	908	653	4,727	1,179	12,341	215,624
8,188	2,021	10,209	3,565	1,139	763	5,467	913	16,589	867,405
9,700	1,203	10,903	3,631	933	554	5,122	479	16,501	394,269
12,238	2,054	14,292	5,083	1,788	719	7,591	1,326	23,211	497,000
8,100	1,150	9,250	4,014	853	453	5,300		15,549	
8,628	1,048	9,676	2,958	914	229	4,141	83	13,951	234,300
16,890		16,890	4,260	1,270	924	6,454		23,334	862,222
15,877	4,144	20,021	5,606	2,342	258	8,206	1,268	29,495	591,033
10,964	2,312	13,276	4,751	3,778	2,494	11,023	1,047	25,346	411,384
18,577		18,577	3,885	1,912	1,312	7,129		26,657	414,234
7,721	1,100	8,821	2,188	500	300	2,988	6,043	17,857	302,408
15,134	1,734	16,868	4,827	1,966	1,334	8,127	909	25,904	351,642
8,000	854	8,854	2,432	718	352	3,502	394	12,750	
6,159	2,768	8,918	1,781	950	556	3,289	313	12,520	245,454
17,188	536	17,724	5,295	2,037	1,125	8,458	831	27,013	624,752
15,150	3,479	18,629	2,962	2,372	1,084	6,418		25,047	559,030
2,538	1,549	4,087	2,722	1,008	1,150	4,925	1,676	14,588	355,338
10,556	1,836	12,412	2,210	853	651	3,718	121	16,251	
11,830	1,400	13,230	3,275	1,700	200	5,175	990	19,355	500,000
17,501	800	18,301	6,379	1,976	1,511	9,866		28,187	891,982
11,739	3,417	15,156	4,680	1,768	1,261	7,718	918	23,792	355,560
7,612	1,209	9,132	5,000	652	509	6,152	105	15,389	205,000
10,960	2,398	13,358	4,701	1,636	2,707	8,944	694	22,896	
17,501	4,776	22,277	10,200	3,778	3,439	15,639	15,615	29,495	1,487,750
9,700	1,502	11,202	3,650	1,200	633	5,710	828	16,992	416,035
3,200	419	3,619	1,180	358	100	2,243	83	5,615	162,524
63	64	127	69	60	70	70	60	60	60

usual "Other Expenditures" raise total expenditures to more than \$30,000 limit for Group III. 13 Number of libraries on which high, low, and median are based.

# College and University Library Salary

Library	Chief Librarian	Associate Chief Librarian	Department Head		Maximum
			Minimum	Median	
1. Agnes Scott	\$2,650	\$2,850	\$2,500	.....	.....
2. Alabama College	4,800	.....	3,150	\$3,300	.....
3. Alaska	6,450	.....	.....	.....	.....
4. Alfred	4,000	.....	.....	.....	.....
5. Arkansas A&M	4,000	3,700	.....	.....	.....
6. Arkansas State	4,000	3,400	3,200	.....	.....
7. Ashland	3,600	.....	2,300	.....	.....
8. Augustana	3,100	3,000	.....	.....	.....
9. Baldwin-Wallace	5,500	.....	2,800	.....	\$3,600
10. Bard	7,000	.....	3,600	4,200	.....
11. Bates	4,400	3,500	.....	3,300	.....
12. Beaver	3,600	2,800	.....	.....	.....
13. Bennett	3,100	2,400	.....	.....	2,200
14. Birmingham-Southern	3,300	3,000	2,800	.....	.....
15. Catawba	3,500	2,600	.....	.....	.....
16. Central	3,625	3,150	.....	.....	.....
17. Centre	.....	.....	3,750	.....	.....
18. Ceu	3,470	.....	3,200	.....	3,320
19. Colorado	4,500	2,850	2,700	.....	2,850
20. Concord	5,324	3,618	3,933	4,250	4,779
21. Concordia	2,900	.....	.....	.....	.....
22. Davidson	5,400	.....	.....	.....	3,650
23. Deane	4,010	2,650	.....	.....	.....
24. Deane	3,600	.....	2,900	3,150	.....
25. Earlham	4,600	.....	.....	.....	.....
26. Elmhurst	3,600	.....	.....	.....	2,500
27. Elon	3,400	.....	2,200	.....	.....
28. Emory & Henry	3,600	.....	.....	.....	.....
29. Evansville	4,500	3,200	.....	.....	.....
30. Findlay	3,520	.....	.....	.....	.....
31. Guilford	.....	.....	.....	2,400	.....
32. Hiram	4,000	.....	.....	.....	.....
33. Hollins	4,450	3,600	.....	.....	2,900
34. Hood	3,700	.....	2,800	.....	.....
35. Hope	4,500	.....	3,300	.....	.....
36. Houghton	2,500	.....	.....	2,100	.....
37. Illinois Wesleyan	4,200	.....	2,600	3,100	3,600
38. Immaculate Heart	7,500	.....	2,200	3,300	3,300
39. Juniata	3,600	2,700	.....	.....	.....
40. Knox	5,000	.....	3,400	3,750	.....
41. Lawrence	5,300	3,600	.....	.....	3,300
42. Lebanon Valley	2,600	.....	3,300	.....	3,400
43. Livingston	3,000	.....	.....	.....	.....
44. Loras	.....	3,300	.....	.....	.....
45. Luther	4,500	3,200	.....	.....	.....
46. Macabister	4,600	.....	2,400	.....	2,700
47. Maryville	3,400	.....	2,700	2,900	.....
48. Midland	2,700	.....	.....	.....	.....
49. James M. Smith	3,700	3,250	.....	.....	.....
50. Millaps	2,500	3,300	.....	.....	.....
51. Mount Union	5,800	4,200	.....	.....	.....
52. Munkingum	4,000	.....	.....	.....	.....
53. Parsons	4,200	2,800	.....	.....	.....
54. Randolph-Macon	4,850	.....	2,525	2,900	3,350
55. St. Catherine	4,700	.....	2,900	2,950	3,000
56. St. John (Cleveland)	5,000	.....	1,500	.....	.....
57. St. Joseph	5,600	4,650	.....	.....	.....
58. Scripps	4,700	.....	.....	.....	.....
59. College of the Senses	4,125	3,275	2,000	.....	3,000
60. Seton Hill	3,500	2,800	.....	.....	.....
61. Simpson	3,400	3,000	.....	.....	.....
62. Sweet Briar	4,610	3,500	.....	.....	.....
63. Trinity (San Antonio)	.....	.....	.....	.....	3,500
64. Union	2,555	2,255	.....	.....	.....
65. Ursinus	4,500	.....	3,200	.....	.....
66. Washington & Jefferson	4,800	2,640	.....	.....	.....
67. Washington & Lee	.....	.....	3,120	.....	3,230
68. Whittier	4,644	3,400	.....	.....	.....
69. Wittenberg	3,800	.....	2,900	3,000	3,400
70. Willamette	4,200	3,300	.....	.....	.....
High	7,500	4,200	3,933	4,250	4,779
Median	4,000	3,250	2,840	3,125	3,200
Low	2,570	2,255	1,800	2,100	2,300
N	60	27	28	14	19

# Statistics 1952-53 (As of September 1, 1952) (Group III)

All Other Professional Assistants			All Nonprofessional Assistants			Total Number of Employees in Full-time Equivalent			Hours of Student Assistance	
Minimum	Median	Maximum	Minimum	Median	Maximum	Professional	Nonprofessional	Total		
\$2,900	.....	.....	.....	.....	.....	3	1.5	4.5	11	1.
3,000	.....	.....	.....	.....	.....	4	.....	4	5,546	2.
2,900	.....	84,100	.....	.....	.....	1	1.5	2.5	2,071	3.
.....	.....	3,100	.....	.....	81,083	3	.....	3	2,000	4.
.....	.....	.....	.....	.....	.....	2	.....	2	3,000	5.
.....	.....	.....	81,400	.....	1,700	3	2	5	2,624	6.
.....	.....	.....	2,400	.....	.....	1.75	1	2.75	10	7.
.....	.....	.....	.....	.....	.....	2	.....	2	3,890	8.
.....	.....	.....	.....	.....	1,700	4	2.5	6.5	.....	9.
3,600	12,700	.....	2,000	\$2,200	.....	2.5	2.5	5	2,784	10.
2,000 <sup>1</sup>	.....	.....	.....	1,900	.....	4	1	5	2,096	11.
.....	.....	1,800	.....	.....	.....	2.63	.....	2.63	960	12.
.....	.....	.....	.....	.....	.....	1	1	2	3,304	13.
2,800	.....	.....	1,200	.....	1,805	1	1.25	4.25	5,194	14.
2,400 <sup>1</sup>	.....	.....	.....	.....	.....	3	.....	3	2,242	15.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1,800	1,920	.....	1,320	.....	.....	2	2	4	3,950	16.
.....	.....	.....	.....	.....	.....	1	2	3	2,483	17.
1,800	.....	.....	.....	.....	.....	3	.....	3	2,089	18.
3,150	3,375	3,600	.....	.....	.....	4	3	7	5,707	19.
.....	.....	.....	.....	.....	.....	3	.....	3	1,083	20.
.....	.....	.....	1,575 <sup>2</sup>	.....	2,030	1	2	3	3,196	21.
.....	1,600 <sup>3</sup>	.....	.....	.....	.....	3.5	.....	3.5	4,200	22.
.....	.....	.....	.....	.....	.....	2	.....	2	2,602	23.
.....	.....	.....	1,320	.....	.....	2	1.5	3.5	2,809	24.
.....	.....	.....	1,300	.....	1,800	2	2	4	2,640	25.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	1,720 <sup>4</sup>	.....	1,680 <sup>5</sup>	1	2	3	2,644	26.
.....	.....	.....	.....	.....	.....	3	.....	3	2,200	27.
.....	.....	.....	.....	.....	.....	1	.....	1	3,873	28.
.....	.....	.....	2,100	.....	.....	2	1	3	1,800	29.
.....	.....	.....	.....	.....	.....	1	.....	1	.....	30.
2,592	.....	2,808	.....	700	.....	2.5	.5	3	2,338	31.
.....	.....	.....	.....	.....	.....	3	1.5	4.5	100	32.
2,300	2,350	.....	.....	.....	.....	3	.....	3	1,010	33.
2,800	.....	900	.....	.....	.....	2	1.43	3.43	4,911	34.
.....	.....	1,350	.....	.....	1,750	3	2	5	4,588	35.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2,000	.....	.....	1,500	.....	.....	3	1	4	6,000	36.
.....	.....	.....	1,800	.....	.....	3.5	1	4.5	5,992	37.
1,800	2,700	3,575	1,800	2,019	2,770	3	1.5	4.5	.....	38.
.....	.....	.....	.....	.....	.....	2	.5	2.5	5,899	39.
3,100	.....	.....	1,800	2,200	.....	3	3	6	3,822	40.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3,100	.....	.....	1,620	.....	1,700	3	2	5	1,588	41.
.....	2,500	.....	.....	1,800	.....	4	2.5	4.5	854	42.
2,600	2,800	3,000	1,200	1,600	1,800	2	.....	2	2,640	43.
.....	.....	.....	.....	.....	.....	1	1	2	7,226	44.
3,000	.....	.....	1,500	.....	.....	3	1	4	3,000	45.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2,200	.....	2,300	2,100	.....	.....	4.5	1	5.5	6,600	46.
2,700	.....	.....	.....	.....	.....	3	1	4	7,280	47.
.....	.....	.....	.....	2,400	2,000	1	1.5	2.5	1,697	48.
.....	.....	.....	675	.....	.....	2	.3	2.3	3,370	49.
2,700	.....	.....	.....	.....	.....	3	.....	3	1,500	50.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2,360	.....	2,600	.....	.....	1,920	4	1	5	4,137	51.
2,300	.....	2,400	.....	.....	.....	4	2	6	2,545	52.
.....	.....	.....	1,919	.....	.....	2	2.5	4.5	1,700	53.
.....	.....	.....	1,109	1,171	1,890	4	3.5	7.5	.....	54.
.....	.....	.....	2,800	2,853	2,933	6.25	.....	6.25	8,000	55.
.....	.....	.....	1,800	.....	.....	2	2.5	4.5	2,312	56.
.....	.....	2,600 <sup>6</sup>	.....	.....	1,500 <sup>7</sup>	3	1	4	.....	57.
2,800	.....	.....	900 <sup>8</sup>	.....	.....	2	.5	2.5	1,700	58.
.....	.....	.....	1,690	.....	1,820	3	2.5	5.5	2,416	59.
2,000 <sup>9</sup>	.....	.....	.....	.....	.....	3	.....	3	1,709	60.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	1	1.75	2.75	5,100	61.
2,904	.....	.....	1,573	.....	2,674	4	3	7	844	62.
.....	.....	.....	.....	.....	2,309	4	1	5	.....	63.
.....	.....	.....	.....	.....	.....	2	.....	2	12,365	64.
3,200	.....	.....	1,500 <sup>10</sup>	.....	.....	5	.....	5	2,475	65.
.....	.....	.....	.....	2,200	.....	2	2	4	1,550	66.
3,000	.....	.....	1,499	.....	2,200	3	3.5	6.5	1,200	67.
.....	.....	.....	1,800	.....	.....	2	1	3	.....	68.
.....	.....	.....	500	767	1,600	2.5	.....	2.5	1,200	69.
2,700	.....	.....	2,328	.....	.....	2	1.5	3.5	3,196	70.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3,600	3,375	4,100	2,800	2,459	2,900	6.5	3.5	7.5	12,365	.....
2,800	2,700	2,934	1,500	1,970	1,829	3	1.5	3.5	2,632	.....
1,800	1,920	1,800	500	900	1,083	1	3	1	103	.....
27	7	10	29	12	19	70	50	70	60	.....

1 Include salary as professor of history. 2 For 9 months; summer session extra. 3 Part time. 4 Estimated nonalarized service. 5 Confidential. 6 For 9 months. 7 Plus living for 9 months. 8 1/2 time. 9 For 10 months. 10 1/2 time. 11 Not included in library budget. 12 Number of libraries on which high, low, and median are based.

# Teachers College

Library	Fiscal Year Ending	Faculty Members	Under Graduates	Graduates	Book Stock	Volumes Added	Newspapers	Periodicals
1. Alabama, Jacksonville, State Teachers College	20432	81	1,184	0	30,121	2,340	6	185
2. Arkansas, Conway, Arkansas State Teachers College	30Je52	73	1,271	0	49,510	2,533	11	283
3. California, Chico, State College	30Je52	74	1,348	80	55,413	3,405	25	565
4. California, Fresno, State College	30Je52	175	3,184	129	87,387	9,515	12	795
5. California, San Francisco, State College	30Je52	233	5,319	612	85,821	10,585	10	811
6. Colorado, Greeley, State College of Education	30S52	72	1,510	245	134,232	3,095	34	698
7. Connecticut, New Haven, State Teachers College	30Je52	71	902	118	29,195	1,295	6	198
8. Georgia, Collegeboro, Georgia Teachers College	30Je52	60	613	0	44,870	1,498	16	240
9. Illinois, Charleston, Eastern Illinois State College	30Je52	148	1,179	4	77,655	3,004	15	634
10. Illinois, Macomb, Western Illinois State College	30Je52	7	1,499	176	73,118	3,265	15	684
11. Indiana, Muncie, Ball State Teachers College	30Je52	170	2,634	291	128,388	7,392	17	734
12. Iowa, Cedar Falls, Iowa State Teachers College	30Je52	304	2,346	0	157,737	5,100	35	559
13. Kansas, Emporia, Kansas State Teachers College	30Je52	125	1,105	74	101,051	2,707	60	418
14. Kansas, Pittsburg, Kansas State Teachers College	30Je52	153	1,420	120	80,620	2,909	20	604
15. Kentucky, Murray, State College	30Je52	88	1,180	42	45,884	1,622	13	290
16. Louisiana, Natchitoches, Northwestern State College	30Je52	110	1,399	0	62,156	4,274	30	354
17. Maryland, Frostburg, State Teachers College	30Je52	38	442	0	22,369	1,296	8	302
18. Maryland, Towson, State Teachers College	30Je52	54	880	0	37,725	1,869	6	247
19. Michigan, Kalamazoo, Western Michigan College	30Je52	285	3,508	194	91,381	4,785	22	660
20. Minnesota, Bemidji, State Teachers College	30Je52	45	491	0	32,395	2,672	11	242
21. Minnesota, Mankato, State Teachers College	30Je52	105	1,342	0	41,535	3,621	6	370
22. Minnesota, Moorhead, State Teachers College	30Je52	44	533	0	32,652	1,384	9	242
23. Minnesota, St. Cloud, State Teachers College	30Je52	113	1,210	7	68,724	3,920	12	398
24. Minnesota, Winona, State Teachers College	30Je52	59	452	0	38,795	1,968	16	256
25. Mississippi, Cleveland, Delta State Teachers College	30Je52	46	417	0	31,112	1,893	10	352
26. Missouri, Cape Girardeau, Southeast Missouri State College	30Ap52	83	1,146	0	73,700	1,990	103	383
27. Missouri, Springfield, Southwest Missouri State College	30Je52	97	1,600	0	80,687	1,197	14	352
28. Missouri, Warrensburg, Central Missouri State College	30Je52	94	1,340	48	82,820	2,555	61	381
29. Nebraska, Kearney, Nebraska State Teachers College	30Je52	63	575	3	41,425	1,044	42	225
30. New Jersey, Glassboro, State Teachers College	30Je52	38	400	0	35,568	1,297	9	187
31. New Jersey, Paterson, State Teachers College	30Je52	37	806	0	10,070	928	10	207
32. New York, Albany, State College for Teachers	31Mr52	141	1,330	247	50,329	2,403	6	324
33. New York, Oswego, State University of N.Y. Teachers College	31Mr52	100	1,265	56	50,329	3,894	6	392
34. North Carolina, Boone, Appalachian State Teachers College	30Je52	91	981	184	53,516	3,793	27	332
35. North Carolina, Greenville, East Carolina College	30Je52	117	1,909	26	81,980	3,230	14	435
36. North Dakota, Minot, State Teachers College	30Je52	67	628	0	40,166	1,728	46	360
37. Oklahoma, Alva, Northwestern State College	30Je52	43	438	0	32,682	1,964	16	289
38. Oregon, Ashland, Southern Oregon College of Education	30Je52	47	583	0	25,281	2,123	12	235
39. Oregon, LaGrande, Eastern Oregon College of Education	30Je52	42	462	0	26,444	1,737	7	235
40. Oregon, Monmouth, College of Education	30Je52	38	470	0	30,096	2,436	23	221
41. Pennsylvania, Bloomsburg, State Teachers College	31My52	45	767	0	25,046	609	11	165
42. Pennsylvania, Clarion, State Teachers College	31My52	49	558	0	27,308	804	14	232
43. Pennsylvania, Kittatow, State Teachers College	31My52	47	807	0	41,150	1,929	11	296
44. Pennsylvania, Mansfield, State Teachers College	31My52	67	554	0	32,610	1,127	23	233
45. Pennsylvania, Westchester, State Teachers College	31My52	93	1,658	0	61,061	1,918	6	278
46. Texas, Commerce, East Texas State Teachers College	30Je52	114	1,683	507	113,609	4,240	19	551
47. Texas, Huntsville, Sam Houston State Teachers College	31Je52	108	1,603	119	107,150	6,869	10	518
48. Virginia, Farmville, Longwood College	30Je52	53	611	0	57,219	2,003	12	318
49. Virginia, Harrisonburg, Madison College	30Je52	96	1,064	0	64,093	4,083	13	336
50. Virginia, Petersburg, Virginia State College	30Je52	133	1,382	109	53,689	3,183	17	491
51. West Virginia, Fairmont, State College	30Je52	55	866	0	37,822	1,376	11	288
52. Wisconsin, Milwaukee, State College	31Je52	119	1,730	62	73,500	3,285	19	492
53. Wisconsin, Stevens Point, Wisconsin State College	30Je52	65	699	0	50,844	1,691	16	343
Low		37	417	4	19,070	609	6	165
Median		80	1,146	118	50,844	2,123	14	336
High		304	5,319	612	157,737	10,585	103	811

1 Paid from General Book Fund. 2 Not reported. 3 Evidently an error in reporting.

## Library Statistics 1951-52

## Library Expenditure

Staff Salaries	Student Service	Total Staff Salaries and Student Service	Amount per Student	Books	Periodicals	Binding	Total Books, Periodicals, and Binding	Amount per Student	Other Operating Expenditures	Total Operating Expenditures	Operating Expenditures per Student	Total Institutional Expenditures	Percent of Total Expenditures for Library Purposes
\$ 6,416.55	\$ 3,765.70	\$ 10,182.25	\$ 8.60	\$ 6,300.00	\$1,267.90	\$ 500.29	\$ 8,167.26	\$ 6.90	\$ 565.19	\$ 18,914.70	\$15.97	\$ 563,320.00	4.33
12,650.04	4,002.08	16,652.12	13.10	5,512.97	934.25	439.10	6,891.32	5.42	1,288.30	24,831.74	19.53	617,500.00	4.02
34,634.90	7,400.00	42,034.90	29.43	12,107.84	3,056.00	2,642.00	17,805.84	12.47	1,425.79	60,258.53	42.19	897,674.00	6.71
50,049.42	12,088.79	62,138.21	18.75	24,262.38	5,399.75	2,699.64	32,360.77	9.77	3,967.54	98,466.52	29.72	1,899,858.00	5.18
93,409.00	11,768.00	110,177.00	18.57	29,130.00	5,354.00	3,675.00	38,159.00	6.43	1,504.00	149,840.00	25.26	2,209,478.00	6.78
32,612.72	15,566.85	48,179.57	27.43	14,836.44	3,266.91	1,702.35	17,805.84	9.69	2,366.91	67,566.83	38.48	1,262,217.75	5.35
24,529.86	1,481.19	26,011.05	25.50	3,000.00	980.41	189.72	4,170.13	4.69	507.09	30,688.27	30.09	703,366.97	3.87
12,741.66	2,534.90	15,276.56	24.92	7,215.73	2,426.00	1,586.33	11,228.86	11.70	303.82	22,755.48	37.13	692,789.72	3.87
48,832.99	6,631.00	55,463.99	46.88	7,215.73	2,426.00	1,586.33	11,228.86	9.49	2,978.71	69,671.56	58.89	1,292,888.03	5.39
47,934.00	4,812.00	52,746.00	31.49	12,455.00	2,703.00	2,025.00	17,273.00	10.31	2,494.00	72,513.00	43.29	1,377,692.00	5.26
90,136.72	20,378.61	110,515.33	37.78	22,603.04	3,733.69	3,603.69	29,939.82	10.23	10,935.43	151,390.60	51.76	2,048,167.89	7.39
42,046.62	8,146.63	50,193.25	21.39	14,046.00	3,683.00	2,909.60	20,638.00	8.80	4,416.00	75,243.44	32.07	2,634,885.32	2.85
38,217.10	10,156.11	48,373.21	41.02	6,982.48	2,719.32	1,000.00	10,701.80	9.08	59,073.01	50.10	1,207,706.81	4.41	
22,612.00	7,206.50	29,818.50	19.36	16,005.84	3,949.52	1,183.01	21,138.37	13.73	2,350.42	53,307.29	36.61	674,981.00	3.25
11,405.00	2,387.00	13,792.00	11.28	7,174.00	563.00	7,737.00	6.33	420.00	21,949.00	17.96	674,981.00	3.25	
39,953.91	6,191.47	46,145.38	30.72	13,683.10	1,631.83	1,566.03	16,909.96	13.98	1,233.04	55,279.38	45.72	1,769,654.94	3.12
11,245.00	463.61	11,708.61	26.49	1,417.30	797.11	420.65	2,635.06	8.96	458.37	14,804.24	33.49	65,308.779	3.43
19,512.43	976.25	20,488.68	28.19	2,813.57	879.34	1,489.54	5,182.45	5.89	583.94	30,357.59	34.50	819,574.64	3.70
49,288.98	10,048.52	59,337.50	16.02	12,571.48	3,856.74	2,574.83	19,183.05	5.18	2,620.44	80,540.99	21.76	2,347,942.37	3.43
12,600.00	2,200.00	14,800.00	32.14	4,275.14	1,039.38	713.58	7,028.10	15.26	448.75	22,296.85	48.37	472,450.00	4.72
16,468.23	3,413.10	19,881.33	14.22	8,827.16	1,615.82	583.50	11,026.48	8.22	2,453.57	33,361.38	24.86	848,759.26	3.93
9,400.00	1,685.00	11,085.00	20.80	4,300.00	850.00	437.00	5,587.00	10.48	953.00	17,625.00	33.07	528,592.00	3.33
27,945.16	1,812.69	29,757.85	24.45	8,448.93	1,981.21	1,373.65	11,803.79	9.70	1,904.84	43,668.48	35.72	849,188.00	5.12
9,840.00	2,169.00	12,009.00	26.57	3,000.00	750.00	375.00	4,125.00	9.12	480.00	16,614.00	36.75	427,310.00	3.89
10,466.00	940.00	11,406.00	27.35	3,594.32	872.85	1,255.70	5,722.87	13.72	1,093.13	18,819.00	45.13	380,134.00	4.95
20,064.00	2,912.00	22,976.00	20.05	7,060.00	1,351.00	525.00	8,936.00	7.80	1,381.00	33,493.00	29.23	690,750.00	5.07
21,446.00	6,811.00	28,257.00	17.66	3,400.00	1,300.00	550.00	7,500.00	4.69	34,225.00	21.39	808,736.00	4.23	
16,274.10	3,904.10	20,178.20	14.54	5,172.29	1,647.74	824.56	7,445.50	5.36	521.02	28,143.72	20.28	1,310,699.30	2.15
9,599.98	4,252.49	13,852.47	23.89	2,930.85	1,066.27	820.98	4,818.10	7.79	336.67	18,797.24	32.25	598,144.25	3.13
10,606.00	750.00	11,356.00	23.17	2,065.09	665.19	457.39	3,215.67	6.86	514.78	15,086.45	30.79	471,842.19	5.41
14,200.00	700.00	14,900.00	16.62	8,659.46	2,223.06	1,453.91	12,336.43	7.82	1,797.60	58,358.55	37.00	946,601.00	6.16
42,774.12	1,450.40	44,224.52	28.04	9,574.15	1,652.62	766.05	11,992.82	9.07	1,811.71	41,428.19	31.34	912,767.00	4.54
26,033.56	1,570.10	27,603.66	20.90	5,787.73	1,062.25	638.03	7,488.03	16.21	29,516.11	44.47	396,580.19	5.18	
20,340.00	4,560.00	24,900.00	21.37	11,985.00	1,965.00	2,485.00	16,435.00	14.11	1,799.00	43,044.00	36.95	469,912.00	9.16
26,099.82	5,911.86	32,011.68	16.57	9,993.34	1,500.00	1,490.34	5.94	1,460.95	44,962.97	23.25	840,754.00	5.35	
11,400.00	2,330.00	13,730.00	21.86	3,400.00	1,300.00	550.00	5,310.00	8.45	1,600.00	30,640.00	32.87	515,065.00	4.00
7,920.00	977.25	8,897.25	19.86	6,176.16	1,321.12	741.65	8,238.93	18.81	540.71	17,476.99	39.93	298,309.00	5.86
14,540.06	3,859.02	18,399.08	31.56	7,617.53	1,207.04	327.09	9,151.66	15.70	6,947.14	34,497.84	59.17	400,000.00	8.62
9,800.00	3,258.08	13,058.08	28.26	5,787.73	1,062.25	638.03	7,488.03	16.21	29,516.11	44.47	396,580.19	5.18	
8,830.00	5,356.91	14,186.91	30.18	7,038.93	2,297.99	1,020.41	10,347.33	22.01	996.92	25,331.18	54.32	471,842.19	5.41
9,700.00	1,885.00	11,585.00	15.19	1,716.00	700.00	647.00	3,063.00	3.99	25.00	14,674.00	19.13	460,208.00	3.19
10,673.00	1,871.00	12,544.00	22.48	1,789.00	1,211.00	347.00	3,347.00	6.00	1,188.00	17,079.50	30.61	374,404.00	4.86
14,465.30	2,432.40	16,897.70	29.94	5,556.00	1,028.00	200.00	6,784.00	8.41	1,017.77	24,699.47	30.61	678,941.00	3.64
16,914.00	575.40	17,489.40	31.57	1,126.00	847.51	13.20	1,986.71	3.59	331.45	19,867.56	35.75	1,127,962.74	3.36
18,539.60	2,408.00	21,001.00	12.60	2,496.00	1,375.00	1,175.00	5,046.00	3.03	345.00	26,432.00	15.87	948,426.00	2.79
23,267.48	13,265.00	36,532.48	16.68	11,875.46	2,184.45	583.95	14,662.91	6.42	3,642.48	54,237.87	24.77	1,174,756.20	4.62
24,570.00	3,611.56	28,181.56	16.36	8,905.96	2,009.75	553.95	8,469.65	4.42	1,306.59	37,957.89	22.04	1,097,693.00	4.32
18,512.50	2,478.22	20,990.72	34.35	3,248.70	1,227.56	769.68	5,245.88	8.99	635.25	26,872.05	43.98	461,890.00	5.82
19,247.00	3,423.00	22,670.00	21.31	9,844.00	1,500.00	1,421.00	12,305.00	11.55	1,013.00	35,988.00	33.82	523,206.00	6.88
11,507.33	4,818.70	16,326.03	24.00	6,424.15	3,061.61	2,061.71	10,546.87	7.02	886.91	27,459.83	31.62	1,097,693.00	4.32
17,570.16	2,000.00	19,570.16	22.35	3,192.60	1,572.08	862.70	5,627.38	6.50	1,036.35	29,621.64	30.05	431,210.00	6.03
28,214.00	3,500.00	31,714.00	17.70	10,000.00	2,000.00	1,600.00	13,600.00	7.59	400.00	45,714.00	25.52	862,826.00	5.30
16,245.00	3,315.00	19,560.00	27.98	5,800.00	750.00	450.00	7,000.00	10.01	300.00	26,860.00	38.43	485,141.00	5.54
6,416.55	465.61	6,882.16	4.60	1,126.00	665.19	13.20	2,635.06	3.03	26.00	14,674.00	15.87	374,404.00	2.15
18,539.60	3,413.10	22,670.00	22.35	6,982.48	1,500.00	769.68	8,167.26	8.41	1,188.00	28,143.72	32.87	703,366.97	4.65
89,409.00	20,398.61	110,515.33	46.89	29,130.00	5,399.75	3,675.00	38,159.00	22.01	10,935.43	151,390.60	59.17	2,634,885.32	9.16

# Teachers College Library Salary

	Chief Librarian	Assistant or Associate Chief Librarian	Beginning Professional Salary	Minimum	Median	Maximum
1. Alabama, Jacksonville, State Teachers College	\$4,400.00	\$2,500.00				
2. Arkansas, Conway, Arkansas State Teachers College	3,804.00			\$2,922.00		\$3,174.00
3. California, Chico, State College	6,360.00		\$3,372.00	3,900.00	\$4,296.00	\$4,740.00
4. California, Fresno, State College	6,060.00		3,372.00	3,900.00	4,512.00	4,740.00
5. California, San Francisco, State College	7,008.00		3,372.00	3,900.00	4,296.00	4,740.00
6. Colorado, Greeley, State College of Education	4,800.00	4,200.00		4,100.00	4,150.00	4,200.00
7. Connecticut, New Haven, State Teachers College	6,080.00					
8. Georgia, College Park, Georgia Teachers College	5,200.00				3,900.00	
9. Illinois, Charleston, Eastern Illinois State College	8,030.00		4,400.00	5,280.00		5,610.00
10. Illinois, Macomb, Western Illinois State College	7,320.00			4,620.00		5,575.00
11. Indiana, Muncie, Ball State Teachers College			3,683.00	3,845.00	5,200.00	6,620.00
12. Iowa, Cedar Falls, Iowa State Teachers College	6,500.00			4,300.00	4,500.00	4,700.00
13. Kansas, Emporia, Kansas State Teachers College						
14. Kansas, Pittsburg, Kansas State Teachers College	5,750.00			3,760.00	4,150.00	4,560.00
15. Kentucky, Murray, State College	4,100.00	3,340.00		2,600.00		2,660.00
16. Louisiana, Natchitoches, Northwestern State College	6,750.00	5,625.00	3,375.00			
17. Maryland, Foulburg, State Teachers College	5,175.00		3,240.00			
18. Maryland, Towson, State Teachers College	5,175.00		3,240.00			4,030.00
19. Michigan, Kalamazoo, Western Michigan College	6,350.00 <sup>1</sup>	5,300.00	3,600.00	4,875.00		5,075.00
20. Minnesota, Bemidji, State Teachers College	5,040.00 <sup>2</sup>	4,096.00		3,908.00		
21. Minnesota, Mankato, State Teachers College	4,800.00		3,840.00	3,840.00	4,080.00	4,680.00
22. Minnesota, Moorhead, State Teachers College	5,120.00	3,840.00 <sup>3</sup>				
23. Minnesota, St. Cloud, State Teachers College	5,252.00	5,100.00		4,400.00		
24. Minnesota, Winona, State Teachers College	4,680.00	4,320.00				
25. Mississippi, Cleveland, Delta State Teachers College	4,800.00	3,600.00				
26. Missouri, Cape Girardeau, Southeast Missouri State College	5,520.00	2,400.00				
27. Missouri, Springfield, Southwest Missouri State College		4,500.00			4,530.00	
28. Missouri, Warrensburg, Central Missouri State College	4,500.00			3,400.00		3,900.00
29. Nebraska, Kearney, Nebraska State Teachers College	4,080.00	4,200.00				
30. New Jersey, Glensboro, State Teachers College	5,700.00	4,500.00				
31. New Jersey, Paterson, State Teachers College	5,460.00	4,020.00		3,240.00		
32. New York, Albany, State College for Teachers	8,860.00	5,376.00	2,931.36			
33. New York, Oswego, State University of N.Y. Teachers College	6,816.48	5,376.48	3,251.52			
34. North Carolina, Boone, Appalachian State Teachers College	4,524.00	3,396.00		3,312.00		3,672.00
35. North Carolina, Greenville, East Carolina College	6,296.00		3,600.00	4,100.00		4,540.00
36. North Dakota, Minot, State Teachers College	4,500.00	3,500.00	2,700.00			
37. Oklahoma, Alva, Northwestern State College	4,272.00	4,272.00				
38. Oregon, Ashland, Southern Oregon College of Education	5,300.00					
39. Oregon, LaGrande, Eastern Oregon College of Education	5,400.00		2,900.00	4,500.00		4,700.00
40. Oregon, Monmouth, College of Education	5,000.00	4,760.00				
41. Pennsylvania, Bloomsburg, State Teachers College	4,700.00 <sup>4</sup>	4,300.00 <sup>5</sup>				
42. Pennsylvania, Clarion, State Teachers College	5,000.00 <sup>6</sup>	4,600.00 <sup>7</sup>	4,600.00 <sup>8</sup>			
43. Pennsylvania, Kutztown, State Teachers College	4,600.00 <sup>9</sup>	3,600.00		4,200.00 <sup>10</sup>		
44. Pennsylvania, Mansfield, State Teachers College	5,424.00 <sup>11</sup>	4,946.00 <sup>12</sup>				
45. Pennsylvania, West Chester, State Teachers College	5,100.00		3,500.00	4,700.00		4,900.00
46. Texas, Commerce, East Texas State Teachers College		4,700.00	3,300.00	3,300.00	3,600.00	4,000.00
47. Texas, Huntville, Sam Houston State Teachers College	6,733.00			3,000.00	3,567.40	4,600.00
48. Virginia, Farmville, Longwood College	5,750.00	3,968.00				
49. Virginia, Harrisonburg, Madison College	6,240.00	2,972.00				
50. Virginia, Petersburg, Virginia State College	5,600.00			2,092.00		4,184.00
51. West Virginia, Fairmont, State College	4,500.00			2,250.00	3,415.00	3,600.00
52. Wisconsin, Milwaukee, State College	5,960.00			3,735.00	4,610.00	4,810.00
53. Wisconsin, Stevens Point, Wisconsin State College	5,495.00	4,545.00		4,495.00		
Low	3,804.00	2,400.00	2,600.00	3,000.00	3,415.00	3,660.00
Median	5,400.00	4,272.00	3,300.00	3,900.00	4,200.00	4,650.00
High	8,030.00	5,625.00	4,400.00	5,280.00	5,200.00	6,620.00

1 Nine months. 2 All salary information confidential. 3 All salaries for ten months. 4 10.5 months. 5 Work scholarships.



# Statistics 1952-53 (As of September 1, 1952)

Laboratory Sch. of Librarian	All Other Professional Assistants			Nonprofessional Assistants			Profes- sional	Nonpro- fessional	Staff Total	Hours of Student Assistants
	Mini- mum	Median	Maxi- mum	Mini- mum	Median	Maxi- mum				
\$3,171.00							1	1	2	9,352
							4		4	13,340
							7	2	9	9,801
	3,372.00	3,720.00	4,092.00				10	3	13	15,363
	3,372.00	3,720.00	4,092.00	2,772.00	\$3,060.00	3,372.00	18	7	25	14,545
	3,500.00	3,810.00	4,100.00	1,800.00	2,060.00	2,400.00	7	4	11	31,150
	3,120.00	4,020.00	4,500.00				5	5	5.5	2,116
							3	5	3.5	7,242
5,390.00				1,920.00		2,280.00	8	3	11	11,383
							9		9	7,984
6,600.00	3,410.00	4,060.00	4,115.00	1,800.00	2,110.00	2,480.00	15	12	27	33,904
	4,100.00						8.5	5	13.5	15,931
							9.25	1	10.25	18,127
							4	1	5	14,264
							3	2	5	39,70
	4,050.00	5,151.68	5,375.00	2,138.40		3,079.00	6	3	9	13,765
					2,320.00	4,050.00	1	2	3	831
							4.5	1.5	6	1,916
4,875.00	3,600.00		4,875.00	2,340.00		2,540.00	8	4	12	14,012
							2	1	3	3,500
							2.75	1	3.75	8,684
							2		2	3,370
				2,055.00		2,748.00	4	4	8	2,312
							2		2	
4,000.00	2,460.00	3,480.00	3,600.00	2,400.00			2.5	1	3.5	2,350
4,000.00							6.5		6.5	7,290
							5		5	3,411
							3	3	6	7,808
							2		2	5,800
				2,040.00			2	1	3	060
							4		4	\$700.00
5,955.53	2,931.36	3,891.92	4,298.88	2,180.40			9.5	1	10.5	2,090
	3,251.52	3,411.69	3,571.68	2,181.23			5	2	7	3,140
			2,208.00				4	2	6	11,680
4,080.00	3,972.00			2,400.00			6	5	6.5	13,747
				2,400.00			3.5		3.5	4,848
							2		2	1,955
3,000.00				1,500.00			1.66	3	4.66	38
							2.66		2.66	5,012
							2	1	3	4,099
				2,140.00			2		2	3,440
							2	1	3	2,800
							3		3	2,565
4,276.00				2,268.00			2.5	1	3.5	1,437
	2,755.00						3	1.33	4.33	
				1,650.00			7	1	8	30,820
							6		6	7,181
	3,320.00			2,050.00			4	.75	4.75	5,391
	3,092.00	3,752.00	4,616.00	2,152.00		2,348.00	4	2	6	8,067
				2,444.00		2,912.00	6	2	8	10,080
				1,800.00	2,100.00	2,400.00	3	3	6	4,000
4,510.00	3,635.00						6	1	7	6,001
	3,510.00						3.86		3.66	4,990
3,000.00	2,460.00	3,411.00	2,268.00	1,500.00	2,090.00	2,400.00	1	0	2	0
4,276.00	3,372.00	3,720.00	4,100.00	2,180.40	2,100.00	2,748.00	4	1	5	5,800
5,955.53	4,100.00	5,151.68	5,375.00	2,610.00	3,060.00	4,050.00	18	12	27	33,964

## Reference Books of 1951-1952

Miss Winchell is reference librarian, Columbia University.

### Introduction

AS IN PREVIOUS articles in this series<sup>1</sup> this survey is based on notes written by members of the Reference Staff of the Columbia University Libraries. Because of the expressed preference of some reference librarians for an annotated bibliography instead of a survey article, the form has been changed in this issue. The main purpose, however, remains the same, to list a selection of scholarly and foreign works which seem to have special importance for university libraries. Therefore, it is not a comprehensive and well-balanced list, and with the exception of two titles, the sciences and technologies have again been omitted. Code numbers (such as N25) have been used to refer to titles in the *Guide to Reference Books*,<sup>2</sup> seventh edition.

### Bibliography

Tremaine, Marie. *A Bibliography of Canadian Imprints, 1751-1800*. Toronto, University of Toronto Press, 1952. 705p.

A full record of what is known of the first fifty years of the provincial press. Books, magazines, pamphlets, newspapers, broadsides, and handbills are listed, including those actually issued and those known to have been projected. Full bibliographical information is given for each item and copies are located in Canadian, American and foreign libraries. Good descriptive

notes make this a guide to the society and thought of the period. There is a section on printing offices and a good general index to the volume.

Wing, Donald Godard. *Short-Title Catalogue of Books Printed in England, Scotland, Ireland, Wales, and British America and of English Books Printed in Other Countries, 1641-1700*. New York, Printed for the Index Society by Columbia University Press, 1951. v. 3, 521p.

For v. 1-2 see *Guide*, A302. The last volume of this important set.

*Index Bibliographicus: Directory of Current Periodical Abstracts and Bibliographies; répertoire des revues courantes de bibliographies analytiques et signalétiques*. Compiled by Theodore Besterman. The Hague, UNESCO, 1952-. v. 1. Science and Technology. 52p. 1st ed., Geneva, 1925; 2nd ed., Berlin, 1931. (A16)

This third edition continues the earlier work but presents in completely revised form bibliographies and abstract journals arranged by the Universal Decimal Classification. The first volume covers Science and Technology, the second is to cover the social sciences, education, and humanistic studies. Indication is given of language of abstracts, comprehensive or select coverage, annual number of entries, address of publisher, etc. There are subject indexes in English and French and a title index.

### Periodicals and Newspapers

U. S. Library of Congress. *Serial Titles Newly Received, 1951-*. Washington,

<sup>1</sup> *College and Research Libraries*, 13:30-36, 234-41, Jan., July, 1952.

<sup>2</sup> Winchell, C. M. *Guide to Reference Books*, 7th ed. Chicago, A.L.A., 1951.

Library of Congress, Card Division, 1952-. Annual vol. \$16.50; Monthly issues and annual vol. \$25.00.

Published monthly, cumulating annually, this is the annual cumulation of the monthly issues published during 1951. Form of entry in this volume differs from standard ALA cataloging rules, but in the 1952 issues entry follows ALA rules. Includes titles of serials not previously recorded in the Library of Congress serial record, but excludes newspapers, comic books, telephone books, and trade catalogs.

U. S. Library of Congress. Reference Department. *Serial Publications of the Soviet Union, 1939-1951. A Preliminary Checklist*. Washington, 1951. 316p. \$1.50.

Special supplement to *Monthly List of Russian Accessions*.

Titles are transliterated and there is a subject index in English.

U. S. Library of Congress. Slavic Division. *Preliminary Checklist of Russian, Ukrainian, and Belorussian Newspapers Published since January 1, 1917, within the Present Boundaries of the USSR and Preserved in United States Libraries*. (A working paper) compiled by Paul L. Horecky. Washington, 1952. 97p.

Based mainly on the collections in the Library of Congress, with some added locations for newspapers in other libraries in the United States, although coverage is not complete. It is hoped that more extensive holdings can be included in a final edition.

Arranged alphabetically by place of publication giving for each title, issuing body, frequency, and date of establishment, and changes in location, title, frequency or issuing body.

#### *Libraries*

American School Library Directory; a Geo-

graphical List of School Libraries with Statistical Data. N.Y., R. R. Bowker Co., 1952-. Loose-Leaf \$15.00.

Pt. 1, Southern States. 168p.

To be issued in four parts. The first, covering the twelve southern states, lists 6969 school libraries including public high schools, junior high schools and elementary schools and private and parochial schools. Arranged by state and then alphabetically by city. For each school attempts to give name, mailing address, with data on grades, enrollment, number of volumes in the library and the annual library book budget, including both state and local funds. General information about the school library system of each state is given at the beginning of each state list. Names and addresses are given for state, county, and city library supervisors but not for school librarians.

#### *Government Documents*

Moor, Carol Carter and Chamberlin, Waldo. *How to Use United Nations Documents*. New York, New York University Press, 1952. 26p. \$1.50. (New York University Libraries. Occasional Paper, No. 1.)

A manual prepared primarily for use with a complete collection of United Nations documents, including all unrestricted mimeographed, processed, and printed material.

In four parts: Pt. I, a discussion of the methods and problems of research; Pt. II, a commentary on and lists of the five basic tools and guides; Pt. III, a list of tools and guides by the organs of the United Nations; Pt. IV, a selected subject guide based on the seventeen subject categories used in the United Nations Sales Number series.

Should be useful in any library collecting United Nations documents.

Zinn, Charles J. *How Our Laws Are Made*. [St. Paul, Minn.] West Pub.

Co. and Edward Thompson Co., 1952. 40p.

Reprinted from *U.S. Code Congressional and Administrative Service*.

An excellent brief description of the federal legislative process, including a discussion of bills and resolutions, their introduction to the House and reference to Committee, hearings, reported bills, calendars, consideration by the House, Senate action, presidential action, publication as slip laws, statutes at large, U.S. Code, etc.

Should be useful to librarians and to students who must trace legislation through the Congress.

### Religion

Garnot, Jean Sainte Fare. *Religions égyptiennes antiques; bibliographie analytique (1939-1943)*. Paris, Presses Universitaires de France, 1952. 277p.

A republication of a series of articles on Egyptian religions which appeared in the *Revue de l'histoire des religions* from 1944-1950, now arranged by subject in one volume, thus presenting a survey of Egyptian religions accompanied by critical references. The lack of an index will detract from its value as a reference work.

### Dictionaries

Ostermann, Georg F. *Manual of Foreign Languages for the Use of Librarians, Bibliographers, Research Workers, Editors, Translators, and Printers*. 4th ed., rev. and enl. New York, Central Book Co., 1952. 414p.

3rd ed. 1936, pub. by The Government Printing Office.

"All portions of the third edition not requiring change have been reproduced in this new edition by the photographic process. Corrections and minor additions have been 'stripped in,' and all new material, set in type for the first time, is presented in a

format approximating as closely as possible that used in the third and prior edition." Pref.

Some languages have undergone extensive revision, and Estonian has been added.

Pattermann, Wilhelm. *Deutsch-englisches Wörter- und Phrasenbuch, mit Berücksichtigung des amerikanischen Englisch*. Wien, Alexa-Verlag, 1949-1952. 2v.

Lists up-to-date English and American equivalents of German words and expressions, under key-word, placing emphasis on the shade of meaning implied by use in a particular context. Does not list all possible translations of individual words nor give etymologies.

Spalding, Keith. *An Historical Dictionary of German Figurative Usage*. Oxford, Blackwell, 1952-. Fasc. 1, A-Anfühlen.

Records figurative expressions, proverbs, quotations, and other established phrases appearing in German literature since approximately 1750; annotations illustrating use and change of meaning are often drawn from sources which precede this date. English translations for each entry are equivalent, not literal. A complete list of sources is planned for the conclusion of the work.

### Science

Sarton, George. *Horus: A Guide to the History of Science; A First Guide for the Study of the History of Science with Introductory Essays on Science and Tradition*. Waltham, Mass., Chronica Botanica Co., 1952. 316p. \$7.50.

The first section is composed of three lectures on the history of science and the second section is a bibliographical summary prepared as a guide to students of the history of science. Part 2 is divided into four main sections each subdivided: History, Science,

History of Science, Organization of the Study and Teaching of the History of Science.

*World List of Scientific Periodicals Published in the Years 1900-1950.* 3rd ed. New York, Academic Press, 1952. 1058p. \$37.00.

1st ed., 1925-27; 2nd ed., 1934 (N25).

Like the earlier editions, this third edition is a finding list of titles in the sciences, indicating holdings in British libraries. New features are the inclusion of data on titles not held by any library in the United Kingdom, and an English index to subject-words of International Congresses. Society and subject indexes have again been omitted for financial reasons.

#### *Art and Architecture*

*American Art Directory*, ed. by Dorothy B. Gilbert. New York, Bowker, 1952. (American Federation of Arts). 373p. \$17.50.

Formerly appeared as the *American Art Annual* (Q26), which included *Who's Who in American Art* (Q59) (now published separately). To appear triennially.

Lists museums, art organizations, universities and colleges having art departments, art schools and classes, in the United States, Canada and Latin America. Also lists art magazines, newspapers carrying art notes, museum publications, traveling exhibitions available, etc. The index includes subject references to museum collections.

Saylor, Henry Hodgman. *Dictionary of Architecture*. New York, Wiley, 1952. 221p. il. \$4.50.

Gives concise definitions of terms used in the practice and historical reading of architecture. Pronunciation is indicated by phonetic spelling.

#### *Music*

Clough, Francis F. and Cuming, G. J. *The World's Encyclopaedia of Recorded Music*. London, Sidgwick and Jackson; New York, London Gramophone Corp., 1952. 890p. \$17.50.

Based on Darrell's 1936 *Gramophone Shop Encyclopedia of Recorded Music* (Q 315). A comprehensive listing of all electrically-recorded music of worth-while interest to June 1951, and of pre-electrical recordings of unique value. Information is detailed and the arrangement convenient. Will be indispensable in any collection interested in recorded music.

Listings of recordings from April 1950-May/June 1951 are given in the *First Supplement*, p. 725-860.

Darrell, Robert Donaldson. *Schirmer's Guide to Books on Music and Musicians: a Practical Bibliography*. New York, Schirmer, 1951. 402p. \$6.00.

An annotated guide to currently available books on music and musicians, omitting collections of music itself. Arranged alphabetically in dictionary form with many cross-references. The main alphabet lists books in English only, but there are appendices giving selected lists of books in French, German, Spanish, Italian and Latin. Does not usually include out-of-print books except in annotations. Full bibliographical information is given under subject with cross-reference from author.

#### *Theater*

Granville, Wilfred. *The Theater Dictionary: British and American Terms in the Drama, Opera, and Ballet*. New York, Philosophical Library, [1952] 227p. \$5.00.

This dictionary of technical, colloquial, and slang speech of the twentieth century

stage lists in one alphabet, general, British, and American terms, but is done mainly from the British point of view. American synonyms are frequently given under British terms with no main entries or cross-references: thus, "bouncer" is not in its alphabetical place but under "chucker out," and "Annie Oakley" as a free ticket is under "brief." Although this arrangement will detract from the book's general usefulness in American libraries, information not easily available elsewhere will be found here about some unusual words and phrases.

#### Literature

Adams, Franklin Pierce. *F P A Book of Quotations: A New Collection of Famous Sayings, Reflecting the Wisdom and Wit of Times Past and Present and Including the Virtuous, Humorous, and Philosophic Commentary on Life by Men and Women of Every Age together with Riches from the Profound Wells of the Bible, Proverbs, and Anonymity*. New York, Funk and Wagnalls, 1952. 914p. \$5.95.

A new general collection including more than 15,000 quotations grouped under topics, and under topic arranged alphabetically by author. There is an index of topics with cross-references and an index of authors, but no word-index. The selection is broad with quotations from well-known sources as well as from less-known writers, with a fair number from modern writers and speakers. In some cases references to sources are given in full and in others, reference is to author and title or author only. Dates of birth and death are given for authors.

Hamilton, Robert M. *Canadian Quotations and Phrases, Literary and Historical*, with an Introduction by Bruce Hutchison. Toronto, McClelland and Stewart, 1952. 272p.

A collection of quotations and phrases from Canadian authors and from non-Canadians on subjects distinctly Canadian. Arranged by topic with author index. Reference is usually, but not always, to exact source.

Halliday, Frank Ernest. *A Shakespeare Companion, 1550-1950*. New York, Funk and Wagnalls, 1952. 742p. il. \$8.50.

Bibliography, p. 720-742.

Varied aspects of Shakespeareana are treated in this alphabetically-arranged handbook, including primarily Shakespeare's life, his friends and contemporaries; his works; the Elizabethan-Jacobean theater, dramatists and theatrical companies; and the history of Shakespeare's work on the stage, his printers and publishers, players, editors, scholars and critics, etc. A selected bibliography and a group of illustrations intended to form a pictorial summary follow.

*Dictionnaire des lettres françaises*, publié sous la direction de Monseigneur Georges Grente. Paris, Arthème Fayard, 1951. Le seizième siècle. 718p.

This is the first complete volume to appear of this scholarly dictionary of French literature, although two fascicles, one for the Middle Ages and one for the seventeenth century, were published before the war. No longer to be issued in fascicles, future volumes will cover from the Middle Ages to the twentieth century, and the set will be complete in six volumes.

Alphabetically arranged, the dictionary includes articles varying from a few lines to several pages, on persons, academies, universities and literary subjects. Articles are signed and include extensive bibliographies of the works of authors, and of materials to consult about persons or subjects.

Topete, José Manuel. *A Working Bibliog-*



*raphy of Latin American Literature*, published by Walter B. Fraser, Chairman of the Inter-American Center of Florida, in cooperation with the Inter-American Bibliographical and Library Association and the School of Inter-American Studies, University of Florida. St. Augustin, Florida, 1952. 162p. (Inter-American Bibliographical and Library Association. Ser. 1, v. 12).

A useful guide arranged by country listing: histories of literature, anthologies, bibliographies, criticisms, translations, etc. Author index.

#### *Biography*

*Who Was Who, 1941-1950: a Companion to Who's Who Containing the Biographies of Those Who Died During the Decade 1941-1950.* London, A. and C. Black, 1952. 1277p.

The fourth volume in this series. For earlier issues see *Guide* S130.

*Who's Who in the South and Southwest: a Biographical Dictionary of Noteworthy Men and Women of the Southern and Southwestern States.* Chicago, A. N. Marquis, 1952. 851p.

One of the series of Marquis's sectional Who's Whos. This covers Alabama, Arkansas, the District of Columbia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia.

*Who's Who in Switzerland, Including the Principality of Lichtenstein, 1950/51.* Edited by H. and E. Girsberger. Zurich, Central European Times, 1952. 752p. \$12.50. (Distributed by Stechert-Hafner).

A new Swiss biographical dictionary published in English, which includes about 3300 sketches of Swiss nationals at home

and abroad, and foreigners residing in Switzerland. Added features are an extensive classified list of organizations, associations, and institutions with separate word indexes in three languages, English, French, and German; a list of European abbreviations; and an index of Swiss terms.

*Österreicher der Gegenwart: Lexikon schöpferischer und schaffender Zeitgenossen.* Wien, Österreichische Staatsdruckerei, 1951. 419p.

Bio-bibliographical data is given on about 2650 outstanding living Austrians, the term Austrian being understood to include persons born in Austria and those born in the old monarchy and now living and working in Austria; foreigners are included only if they have become Austrian citizens or are active within the country. Many scholars in academic fields, who can be found in *Kürschners Deutscher Gelehrten-Kalender*, have been omitted but may be included in later editions.

There is a listing of persons who died while the work was in process, an index by profession or field, and a list by key-number of periodicals referred to in the bibliographies.

Coppe, Paul and Pirsoul, Léon. *Dictionnaire bio-bibliographique des littérateurs d'expression wallonne, 1622 à 1950.* Gembloux, Duculot, [1951] 415p.

This bio-bibliographical dictionary includes 1325 sketches and lists some 25,000 titles of works in the Walloon dialect. The sketch of each author indicates the place and date of birth and death, pseudonym, if any, profession, a concise, critical note on the value of his contribution and the titles of his works. Bibliographical information is brief, usually consisting of title and date (in some cases the dates are omitted).

## History

Billington, Ray Allen. *Guides to American History Manuscript Collections in Libraries of the United States*. New York, Peter Smith, 1952. p.467-496. (Repr. from *Mississippi Valley Historical Review*, v.38, No.3, Dec. 1952).

A listing of guides to manuscript collections in federal depositories, university and public libraries, historical societies, and private libraries which are open to the public. In two parts: (1) Federal Depositories, including the National Archives and the Library of Congress; (2) States arranged (a) union guides which list collections in a wide number of depositories and (b) guides to single depositories.

Published to aid historians until the union catalog of manuscript collections projected by the American Historical Association is completed.

Koray, Enver. *Türkiye tarih yayınlari bibliyografyasi, 1729-1950*. Ankara, Milli Eğitim Basımevi, 1952. 548p.

A bibliography of Turkish historical writings listing more than 4000 items and divided into two main sections, 1729-1928 and 1928-1950, according to the alphabet used. Each of the two parts lists, first, general works, collections, encyclopaedias, etc., followed by books on the history of individual countries, and then works in related fields such as archaeology, biography, and ethnology. Information given for each item is very brief, and there are no annotations. The index includes titles as well as authors.

Saba, Mohsen. *Bibliographie française de l'Iran. Bibliographie méthodique et raisonnée des ouvrages français parus depuis 1560 jusqu'à nos jours*. 2. ed. rev. et augm. Téhéran, 1951. 297p.

1. ed. 1936. Covers books and periodical articles in all fields.

Svenska Arkeologiska Samfundet. *Swedish Archaeological Bibliography, 1939-1948*. ed. by Sverker Janson and Olof Vessberg. Uppsala, Almqvist & Wiksells boktryckeri, 1951. 360p. 25 Sw. Cr.

A survey in English of Swedish archaeological literature for a ten-year period. It is the intention of the Society to continue the bibliography, possibly for five-year periods.

Weber, Shirley Howard, comp. *Voyages and Travels in the Near East Made During the XIX Century; Being a Part of a Larger Catalogue of Works on Geography, Cartography, Voyages, and Travels, in the Gennadius Library in Athens*. Princeton, The American School of Classical Studies at Athens. 1952. 252p.

The Gennadius Library in Athens is a rich and unique collection of over 55,000 books, pictures and maps relating to Greece, the Balkans, and the Near East from medieval to modern times. This first part of the catalog of the Library to be published contains 1206 annotated titles, representing only a portion of the material on geography and travel in the Library. The titles are entered by date of publication; a general index and a name index of travelers and authors are given at the end of the volume.

Wjacstawk, Jakub. *Serbska bibliografija, 2. rozmnożeny a wuporjedyżany naklad; Sorbische (Wendische) Bibliographie, 2. erw. und verb. Aufl.* Jacob Jatzwauk. Berlin, Akademie-Verlag, 1952. 500p. (Berichte über die Verhandlungen der Sächsischen Akademie der Wissenschaften zu Leipzig. Phil.-Hist. Kl. Bd. 98, Hft. 3)  
1st ed. 1929.

A much enlarged edition of a classified bibliography listing all books and articles in periodicals and newspapers published in the Lusatian (Wendish) language, and all books and articles concerning Lusatia.

## Notes from the ACRL Office

THE HAMPSHIRE Inter-Library Center, Inc., in western Massachusetts may well be a very significant development in library economy. The purposes of the Center deserve careful study by all college librarians. The annual report for its first year of operation is available from the Center's Secretary, Newton McKeon, librarian of Amherst College. The corporation is a cooperative book storage and selection project by three close neighbors, Smith, Amherst, and Mt. Holyoke with participation by the Forbes Library in Northampton and the University of Massachusetts in Amherst.

A standard text states four principal missions for the college library:\* "to provide the study and reference materials required for supplementing classroom instruction...; to encourage students to use books independently as a means to the acquisition of knowledge; to provide the technical and specialized study materials needed to keep the faculty abreast of their fields for teaching purposes; to provide as far as possible the materials for research needed by individual faculty members."

As we look at these missions and the needs of Amherst, Smith, and Mt. Holyoke Colleges, it is apparent that each institution must always provide its own materials to supplement classroom instruction. Each college will likewise have no trouble in supplying the books needed for the encouragement of students in the independent use of books. For both purposes no very large collection of books and related materials is required, provided freshness and interest are maintained by regular flow of additions and withdrawals.

It is as we look at the library's obligation

to faculty needs that the Hampshire Inter-Library Center assumes an important role. While each of the colleges concerned has a better than average library and very considerable endowment, no one of the three could completely meet the need for materials to keep the faculty abreast of their fields for teaching purposes. And not even Harvard University, with its vast library system and financial resources, provides fully the research materials needed by individual faculty members. It is in these two areas that the Center should play an important role, and that other, now unborn, centers will exercise great influence on educational standards in other neighborhoods.

During its first year the Center subscribed to 119 periodicals, by the common agreement of all three faculties. Ninety-eight of these titles were previously taken by one, two, or three of the libraries (180 subscriptions). The remaining 21 titles are new to the area. Thus cooperation makes available more journals than before at less cost. Current issues are circulated to all libraries, but back volumes are kept on the Center's own book shelves in South Hadley.

These few paragraphs do scant justice to a new form of library cooperation which I believe should have a great future, and I mention it in these columns because the Center has not received the spotlight of publicity which it should have. The general conditions under which the Center is growing to fruitful service exist all over the country. The pattern can be altered to fit local need and conditions. I spoke on this general subject recently at the Southeastern Library Association, and the paper will be printed in its publication, SELA.

\* \* \*

The Illinois State Association met in Springfield in October, and I was present

\* Guy R. Lyle, *The Administration of the College Library*. N.Y.: Wilson, 1949 (2nd ed.), p. 24.

to speak on ACRL chapters. Essentially, a chapter is nothing more or less than a device to help bring closer together the national and the state or local library pictures. The chapter is a subdivision of sorts. It is an entity like ACRL but on a smaller scale. It has complete freedom of action and interest. Since the chapter is small, it gives interested ACRL members considerable opportunity to participate in projects, to hold office, and to exercise leadership in other ways. Such activity inevitably leads to better knowledge and more contact with the national association. The leaders in chapter affairs will certainly have their opportunities to lead in national ACRL activity. Chapters, like ball players, inevitably have good and poor seasons. None of their good works will be performed automatically.

I hope that chapters will lead to all sorts of cooperative activity. This might take the form of the collection of statistics, or liberal interlibrary loan arrangements for a given area, or even developments such as the Hampshire Inter-Library Center.

At the business meeting the section voted to seek chapter affiliation with ACRL. Action on this will be taken by the ACRL Board of Directors at their next meeting.

\* \* \*

Since late August I have taken two long trips to represent ACRL. The first of these was to the Mountain Plains Library Association meeting in Rapid City, South Dakota, then on with stops in Montana and Washington, to the Pacific Northwest Library Association meeting in Victoria, B.C. Late in October I attended Southeastern in Atlanta and made stops on the way.

Both trips were interesting professionally and personally. I visited a score of college libraries going and coming. In some cases I met with faculty committees or presidents and in other cases spent only an hour or so looking over the collection and discussing library problems with staff.

The regional association meetings afford a much better opportunity to talk to people and pick up ideas and attitudes than our huge annual conference and midwinter meeting. At the latter it is only human nature for an executive secretary to show a lined and worried face to the world.

Several members have suggested a few personal anecdotes from these trips: riding with a mailman on his R.F.D. route through the Rockies and inserting the mail in the boxes on the right-hand side (Labor Day morning); seeing two wild moose from the road in Montana, the first outside captivity I have ever seen in spite of considerable time spent in the Maine woods; the everlasting, continuous, wicked forest fires through which I drove for at least 150 miles in the wee hours between Cincinnati and Knoxville; eating buffalo meat in the Black Hills; the rollicking good humor that would bubble forth at PNLA meetings; the dreariness of any station between 1 and 6 A.M.; the bus driver expounding on Hemingway's new novel; the great physical beauty of our land which can be found in any region and the understandable pride of state and region on the part of those who live there.

\* \* \*

Lawrence S. Thompson, chairman of the ACRL Publications Committee, will be glad to receive more manuscripts to be published as *ACRL Monographs*. An occasional issue may be devoted to a group of short articles on related professional subjects. Faculties of library schools are urged to suggest *ACRL Monograph* publication to the authors of very superior papers on suitable subjects.

\* \* \*

A tentative schedule of the Los Angeles Conference next June (21-27) has just come to my desk. This shows for the period between lunch on Monday and dinner on

Friday exactly six periods (morning, afternoon, and evening), which are not taken by ALA general sessions, Council meetings, and free periods during which other events cannot be scheduled. In other words, all ALA boards and committees, all the divisions with their committee activities, and all the sections and other organizations must fit into these six periods. The alternatives are the very undesirable Monday morning or Friday night spots, or pre- and post-conference arrangements with attendant special expense. Members with ideas, please step to the stage.

\* \* \*

Under the first year of operation with the new dues scale the income of the divisions increased 27% over the previous year (assuming all divisions had been on the experimental divisional support plan) and ALA's

income from members allotting to divisions increased 49%.

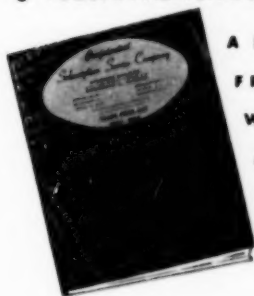
An analysis of the complete figures of ACRL members who joined during the months of January, February, and March 1952 (well over half our membership) shows that the average member, personal and institutional, paid \$9.85. Of this ALA took \$4.98 or 50.6%, other divisions received 57¢ or 5.8%, and ACRL received \$4.31 or 43.4%. Two years ago ACRL received approximately 53.8% of the membership dollar paid to ALA by ACRL members.

The percentage allotted to divisions is controlled by the ALA Executive Board. A decline from 53.8% to 43.4% in two years is a matter of grave concern to all ACRL members.

—Arthur T. Hamlin, Executive Secretary

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# ACRL Treasurer's Report and ALA Accommodation Account,<sup>1</sup>

1951-52

## INCOME

ALA Allotment to ACRL from Dues .....	\$19,419.20
Additional Section Dues .....	105.50
Montana State University Library Survey .....	395.49
University of Notre Dame Library Survey Administration .....	334.00
Registration Fees, Buildings Institute .....	236.27
Group Insurance Premium Refund .....	24.31
Secretary's Share T.I.A.A. Payment .....	325.00
ALA Life Memberships in ACRL .....	31.50
Assets of Cooperative Committee on Library Buildings <sup>2</sup> .....	678.80
Royalties, University Microfilm .....	4.50
Sale of ACRL Monographs .....	136.14
Return of Check for ALA Washington Office Support .....	400.00
Library Binding Institute .....	11.25
Use of ACRL Addressograph Plates .....	58.34
Miscellaneous Income .....	24.00
<b>Total Income .....</b>	<b>\$24,174.50</b>

## EXPENDITURES

	Budgeted	Actual
ACRL Subvention .....	\$ 3,750.00	\$ 2,544.94
ALA Washington Office Support .....	400.00	400.00
Annual Conference Expenses .....	150.00	—
ACRL Quarterly Newsletter .....	500.00	424.61
American Council in Education Membership .....	100.00	—
Council in National Library Assoc. Dues .....	10.00	10.00
C.N.L.A. American Standards Committee Z19 .....	5.00	5.00
<b>Section Expenses:</b>		
College .....	75.00	31.17
Junior College .....	75.00	39.27
Pure & Applied Science .....	100.00	—
Reference .....	100.00	78.09
Teacher Training .....	75.00	83.78
University .....	75.00	31.21
<b>Committee Expenses:</b>		
Audio Visual .....	100.00	51.42
Administrative Procedures .....	100.00	—
Buildings .....	450.00	87.78
Constitution and Bylaws .....	25.00	—
Financing "College & Research Libraries" .....	100.00	—
Duplicates Exchange .....	25.00	—
Interlibrary Loans .....	100.00	114.16
Preparation & Qualifications for Librarianship .....	50.00	—
Publications .....	150.00	608.87
Study Materials for Instruction in Use of Library .....	25.00	—
Membership .....	175.00	186.97
Recruiting .....	175.00	44.95
Statistics .....	100.00	55.00
Policy .....	25.00	—
<b>Officers' Expenses:</b>		
President .....	25.00	25.00
Treasurer .....	10.00	10.00
General Administrative (Including Travel) .....	850.00	831.12
Executive Secretary T.I.A.A. .....	600.00	650.00
		(Includes Sept., 1952)
<b>Executive Office Expenses:</b>		
Salaries <sup>3</sup> .....	11,100.00	11,681.79
Travel of Executive Secretary .....	900.00	688.79
Social Security Taxes .....	—	121.92
Addressograph .....	100.00	88.81
Group Insurance Premium Workmen's Compensation .....	—	62.82
New Equipment .....	100.00	—
Communications, Supplies, Etc. .....	400.00	565.29
<b>Totals .....</b>	<b>\$21,100.00</b>	<b>\$19,508.98</b>
Balance on Hand September 1, 1951 .....		\$11,299.78
Balance on Hand September 1, 1952 .....		\$13,965.30

<sup>1</sup> Some ACRL funds are credited and debited at ALA headquarters, and adjustments are made when ALA pays dues allotments to ACRL, based upon this "Accommodation Account."

<sup>2</sup> This committee was dissolved in 1952 and turned over its assets to ACRL.

<sup>3</sup> ALA Executive Board Action was taken July 1951, which automatically raised this previously budgeted salary figure to a point equal to or higher than the expenditures.



# Personnel

KENNETH H. FAGERHAUGH took over the duties of his new position as librarian of Carnegie Institute of Technology on August 1. He moved to this position from the John Crerar Library where he had served as assistant librarian since September 18, 1950.



*Kenneth H.  
Fagerhaugh*

Prior to this time, beginning April 1, 1948, Mr. Fagerhaugh had served as research librarian in charge of Research Information Service, the new department of Crerar Library which does library research for industrial and governmental agencies.

After graduating from Luther College, Mr. Fagerhaugh taught chemistry for four years before taking his professional training in librarianship at the University of Michigan. Following library school, he worked for a year as a chemist for E. I. du Pont and in August, 1943, was assigned by that company to the plutonium project of the University of Chicago at Oak Ridge, Tennessee. In that position, he was in charge of the library and the classified files at the Clinton Laboratories. Later he was librarian for a year with Rohm & Haas Company in Philadelphia and then became technical librarian of the research and development branch of the Military Planning Division of the Office of the Quartermaster General in Philadelphia. In addition to this position, he was also serving as Acting Chief of the Technical Information Section at the time he moved to the John Crerar Library.

As an active member of Special Libraries Association, Mr. Fagerhaugh has held a number of committee and group appointments. He served as president of the Illinois Chapter of SLA while in Chicago, and is at present a member of the Executive Board of the national association.

—Herman H. Henkle.

WILLIAM S. BUDINGTON, librarian of the Engineering and Physical Science Libraries at Columbia University has been appointed associate librarian of the John Crerar Library, Chicago, Illinois. Mr. Budington holds



*William S. Budington*

a Bachelor's Degree from Williams College and the Virginia Polytechnic Institute (Electrical Engineering). In addition, he holds the Bachelor's Degree and the Master's Degree from the Columbia School of Library Service. He began his professional career in library work at Norwich University

where he served as Reference Librarian during 1941 and 1942. This work was interrupted by service in the U. S. Army from 1942 to 1946 including two years of work in engineering and research at Oak Ridge, Tennessee. He joined the staff of the Columbia University Libraries as Engineering Librarian in 1947. A year later in 1948 he assumed responsibility also for the Physical Sciences Libraries (Chemistry, Physics and Mathematics).

His work at Columbia was outstanding not only as a divisional supervisor but in his participation with other supervising librarians in shaping overall library policy. He was particularly successful in his work with members of the faculty in developing the collections and in making library services effective in the research and instructional programs of the Engineering and Physical Science Departments. He served also as a member of the faculty of the School of Engineering teaching a course in Engineering Library Technique for all students. The many qualities which he exhibited continuously in his work at Columbia, intelligence, a keen analytical mind, directness, and good judgment will, I am sure, be valued at John Crerar as they were at Columbia.

In his promotion to the associate librarianship of the John Crerar Library, Budington joins the increasing number of librarians in positions of major responsibility who have experience in the Columbia Libraries to their credit. His many friends and supporters here, both on the Library staff and on the Faculties will be following his career with interest and high expectations.—*Richard H. Logsdon.*

VIOLA GUSTAFSON, of the John Crerar Library staff since November 5, 1947, was appointed assistant librarian in charge of acquisitions and processing on June 1, 1952. Prior to this appointment she had served successively as assistant chief cataloger, chief cataloger, and chief of the Technical Services Department. A graduate of Iowa Wesleyan College, Miss Gustafson had served as assistant to



*Viola Gustafson*

the senior cataloger and classifier at the University of Chicago from 1930 to the time of her appointment to the Crerar staff. In 1943, she served for three months as a Co-operative Cataloging Fellow at the Library of Congress. One of her present responsibilities is supervision of Crerar's classified catalog project, now in progress under a grant from the Rockefeller Foundation.—*Herman H. Henkle.*

JAMES ISAAC COPELAND has been appointed librarian of the Peabody College Division of the Joint University Libraries, Nashville, Tennessee. He succeeds Mr. John E. Burke, who has resigned in order to devote himself to the completion of his Ph.D. work at Peabody.

Mr. Copeland is no stranger at Peabody or in Nashville. After graduating from Presbyterian College in 1931, receiving his B.A. degree cum laude, he came to Peabody for the period September 1931 to January 1936. In this period he took first his Library Science degree in 1932 and his M.A. degree with a major in history and minor in education in

1934, graduating with highest honors and receiving the Sullivan award. While at Peabody he worked in the Reference and

Periodical Departments of the Library.

From 1936 to 1942 he was librarian of Furman University and from there he went to his alma mater to serve as librarian from 1942 to 1945. During the summers of 1938 through 1940 he attended the University of Chicago to do advanced work in education and library science.



*James Isaac Copeland*

Since 1945 Mr. Copeland has been on the campus of the University of North Carolina either as a graduate student, working for the Ph.D. degree, or as a staff member of the University Library in reference work, as Head of the Division of Government Documents. He has completed course requirements for the advanced degree, majoring in history and minoring in education.

Mr. Copeland was born and reared in Clinton, South Carolina and the subject of his Ph.D. dissertation is *History of Public Education in South Carolina*.

Mr. Copeland will bring to his work at Peabody excellent training and a rich experience in library and educational work.—*A. F. Kuhlman.*

JESSE H. SHERA has been appointed Dean of the School of Library Science at Western Reserve University, effective September 1, 1952.

Dr. Shera has deep roots in Ohio, for he was born in the southern part of that state, and received his B.A. degree, with honors in English, from Miami University in Oxford, Ohio. Later he received his M.A. degree in English from Yale University and a Ph.D.



*Jesse H. Shera*

in Library Science from the University of Chicago. His dissertation, published as *Foundations of the Public Library*, was favorably received by historians as well as by librarians and is widely used as a text in library schools.

His apprenticeship in librarianship was served as administrative assistant to the librarian in the Miami University Library, where he later served as Bibliographer and Research Assistant in the Scripps Foundation for Research in Population Problems from 1928 to 1938. From his experience here and, later, in Washington as Chief of the Census-Library Project and as Assistant Director of the Central Information Division of the Office of Strategic Services, Dr. Shera developed a keen appreciation of the importance of special librarianship and a first-hand knowledge of the problems involved in providing adequate specialized services. He hopes to carry forward the solid pioneering work in that field for which Western Reserve University has already established a considerable reputation. His administrative experience was further enriched by a term of service as Assistant Director of the University of Chicago Libraries prior to his appointment to the faculty of the Graduate Library School.

Always active in professional associations, Dr. Shera has held a number of committee appointments in both ALA and SLA. Ohioans may remember him as chairman of the College and University Section of the Ohio Library Association in 1936. Most recently he has been serving as chairman of the Committee on Bibliography of the ALA, in which capacity he wrote the U.S. report on bibliographic services in this country and served as U.S. delegate to the UNESCO Conference on the Improvement of Bibliographic Services which was held in Paris in November, 1950.

Although he is probably best known for his *Foundations of the Public Library*, Dr. Shera is also co-editor of *Bibliographic Organization*, published by the University of Chicago Press in 1951, and has written several essays for compilations in both librarianship and history. In addition, he has been a constant contributor to the *Library*

*Quarterly*, *American Documentation*, *College and Research Libraries*, and the official organs of such associations as the ALA, SLA, the Mississippi Valley Historical Society, and the Ohio Archaeological and Historical Society. His interests, as expressed in his writings, are primarily in library history, bibliographic organization and classification, and the theory of librarianship out of which a sound program of professional education must grow.—Margaret E. Egan.

HAROLD G. RUSSELL, associated with the University of Minnesota libraries since 1919, has been appointed assistant director of libraries. Mr. Russell came to Minnesota September 1, 1919, as head of the circulation department. In 1921, he became head of acquisitions, serving also, on a part-time basis, as a faculty member in the library instruction division. Since 1932, he has served as chief reference librarian. His new post is described as assistant director for collections and bibliographic services. In this capacity, he will have general responsibility for all problems relating to the "resources" side of the library's administration. All units and departments of the library will deal directly with him on questions concerning the selection, care and disposition of library materials. Mr. Russell will also work with the Midwest Interlibrary Center.

Angus S. Macdonald, president of Snead and Co., ended 47 years of service to the company when it was sold recently to Globe-Wernicke Company of Cincinnati. Mr. Macdonald joined the staff in 1905 after graduation from the Columbia University School of Architecture.

Mr. Macdonald is completing contracts made by the Snead Company prior to the sale and discontinuing all other commercial activities. His experience and training will still be available to the library world as a consultant. Mr. Macdonald does not intend to practice as an architect but to serve architects, librarians, and trustees in connection with their building problems on a per diem basis. He will continue to make his home at Orange, Virginia.

## Appointments

Muriel Baldwin, formerly acting chief of the Art Division, New York Public Library, has been appointed chief. She succeeds Eleanor Mitchell, who is now in Rome, Italy.

Roy P. Basler, formerly executive secretary of the Abraham Lincoln Association, has been appointed chief of the General Reference and Bibliography Division of the Library of Congress.

Ethel Bond will be lecturer in librarianship, University of California, for the spring semester.

Robert F. Cayton was appointed periodical librarian at the University of Cincinnati Library on October 1, 1952. He was formerly a member of the Catalog Department of the Virginia Polytechnic Institute Library.

Howard Francis Cline has been appointed director of the Hispanic Foundation of the Library of Congress. He succeeds Lewis Hanke, now professor of Latin American history at the University of Texas.

Russell Fossett has been appointed administrative assistant and instructor in library science at the State Teachers College, Bridgewater, Massachusetts.

Margaret Fulmer is now an instructor in the division of library instruction, University of Minnesota.

Budd L. Gambee, film librarian and assistant professor of library science, Ball State Teachers College, Muncie, Indiana, will teach under a Fulbright grant at the American College for Girls and Ibrahim University, Cairo, Egypt.

Bruno Green, formerly assistant librarian, Rutgers University Law School, is now librarian of the Syracuse University Law School and assistant professor in the School.

Mary G. Greene has been appointed senior cataloger in the Vassar College Library, Poughkeepsie, New York. She was formerly catalog librarian at Central Washington College of Education Library, Ellensburg.

Archibald Hanna, Jr., has been appointed William Robertson Coe librarian of the Yale Collection of Western Americana. Dr. Hanna, who has been in charge of cataloging the extensive Coe Collection, has been senior cataloger and research assistant at the Yale Library since 1949. In addition to his

responsibilities for the Coe Collection, Dr. Hanna will also be librarian of the Benjamin Franklin Collection of the Yale Library. The announcement of the appointment coincided with the completion of the cataloging of the Coe Collection and with the publication by the Yale University Press of a 400-page *Catalogue of Manuscripts in the Western Americana Collection*.

Johann Hannesson has been appointed curator of the Fiske Icelandic Collection of the Cornell University Library. He succeeds Kristian Karlsson, curator since 1948.

Erle P. Kemp, formerly of the University of Miami staff, is now head of the Acquisitions Department, Columbia University.

Mrs. Alice McBride Hansen, formerly librarian of Pennsylvania College for Women, has been appointed librarian of the Mills Memorial Library at Rollins College, Winter Park, Florida. She succeeds Paul Kruse.

Allen T. Hazen, professor of library service at Columbia University, has been awarded a Guggenheim Fellowship for the year 1952-53 to complete a study of the library of Horace Walpole.

Richard J. Hofstad, formerly circulation librarian of Georgetown University, Washington, D.C., has been appointed assistant librarian for acquisitions at that institution.

Percy M. Hylton has been appointed librarian of Carthage College, Carthage, Illinois. He was formerly reference and circulation librarian of the Missouri State Library.

Marjorie Elizabeth Karlson, reference assistant in the rare book room at Yale University since 1949, has been appointed senior librarian in the reference department of the Louisiana State University Library.

William A. Kozumplik, formerly assistant librarian of Oregon State College, has been appointed assistant librarian of the Air University Libraries, Maxwell Field Air Base, Alabama.

Harold Lancour, associate director of the University of Illinois Library School, is on a year's leave of absence from his post to serve as director of the State Department's library service program in France.

William R. Lansberg has been appointed head of acquisitions of the Baker Library of Dartmouth College.

Howard H. Lapham will serve as acting

librarian of West Virginia University, Morgantown, while Charles E. Butler is on leave of absence to work on a novel about Ireland.

Charles T. Laughner has been appointed head of readers' services, Bowdoin College Library.

Robert M. Lightfoot, Jr., has been appointed assistant librarian of the Air University Libraries, Maxwell Field Air Base, Alabama.

Frances Low has been appointed librarian of the College of Chemistry at Louisiana State University.

Nina J. Mahaffey has been appointed assistant librarian of the Rose Polytechnic Institute Library, Terre Haute, Indiana.

Lucy W. Markley, formerly librarian of Union Theological Seminary, New York, has been appointed head of the catalog department of the Krauth Memorial Library of the Lutheran Theological Seminary in Philadelphia.

Robert F. Munn has been appointed head of the reference department of the West Virginia University Library, Morgantown.

Arthur S. DeVolder has been appointed head circulation librarian with the rank of assistant professor at the University of Oregon Library; Jean Wang and Elizabeth DeGree have been appointed acquisition librarians and Edward P. Thatcher has been appointed science librarian. The last three have the rank of instructor.

Edith M. Owen, formerly assistant librarian of University College, Swansea, Wales, has been appointed readers' services librarian at Vassar College, Poughkeepsie, New York.

The following appointments have been made at the University of Pennsylvania Library: John P. McDonald was named head of the

Reserve Book Department, when Mary Elizabeth Feehey, a one-time in-service trainee, became the librarian of the newly established University Hospital Library; Flora L. Deibert has been appointed head of the Reference Department; Mrs. Eleanor B. Allen, formerly associate librarian, has been made librarian, Lippincott Library; Harriet W. Lawrence, formerly associate librarian, Lippincott Library, has left for California to take a temporary position as assistant law librarian at Stanford University, Stanford, California.

J. Mitchell Reames, formerly reference librarian of Clemson College, was appointed assistant librarian in charge of readers' services at Northwestern State College, Natchitoches, Louisiana, on September 1, 1952.

C. Easton Rothwell has been appointed director of the Hoover Library of Stanford University. Harold C. Fisher will continue as chairman of the Library and of the Institute.

N. Orwin Rush, director of the University of Wyoming Library, has a Fulbright Fellowship to study library cooperation in England for nine months in 1952-53.

Jeanette Stanford has been appointed to the staff of the Albert R. Mann Library, Cornell University.

Juanita Terry has been appointed reference librarian of Williams College, Williamstown, Massachusetts, succeeding Ethel Richmond, who has retired.

Nathan van Patten, professor emeritus of bibliography, has been appointed curator of the Memorial Library of Music of Stanford University.

H. Lynn Womack, formerly stack supervisor in charge of service to readers at the Armed Forces Medical Library, has been appointed associate librarian of Georgetown University.

## Necrology

Dr. Abraham L. Robinson, librarian and professor of chemistry at the University of Pittsburgh, died August 4, 1952. A graduate of the University of Pennsylvania, Dr. Robinson joined the faculty of the University of Pittsburgh and received his Ph.D. from there in 1926. An outstanding scientist and scholar, Dr. Robinson took on the additional duties of acting Librarian of the University of Pittsburgh from 1944-1949, and became University

Librarian in 1949. In recognition of his notable service to the University of Pittsburgh, a Robinson Memorial Fund has been established to purchase books for the University Library.

Miss Lois Criswell, assistant catalog librarian at Oregon State College since 1943, died in Portland, Oregon, on October 9, 1952, after an illness of several months.

Miss Criswell, early in her career, was

associated with several public libraries in Washington and Oregon. In the past thirty years she was employed by the Universities of California and Idaho, the Oregon College of Education, where she was assistant librarian from 1923 to 1943, and Oregon State College. She reached retirement age earlier this year but had been retained on the library staff to finish a major reclassification project she was directing.

J. Kingsley Birge, consultant in Turkish bibliography to the Library of Congress, died

in Istanbul-Bebek on August 14, 1952.

Rev. Leo I. Hargadon, librarian emeritus of Fordham University, New York, New York, died on July 16, 1952 at the age of seventy-one.

Joseph Ibbotson, librarian emeritus of Hamilton College, Clinton, New York, died on June 30, 1952 at the age of eighty-two.

C. Edwin Wells, librarian emeritus of Northwest Missouri State College, Maryville, Missouri, died recently at the age of seventy-five.

## Retirements

Pierce Butler, professor of library science since 1931 in the University of Chicago Graduate Library School, retired in June 1952. A

volume of essays printed as a special issue of the *Library Quarterly* was presented to him upon his retirement.

## Foreign Libraries

Palle Birkelund was appointed *Rigsbibliotekar* (director of the Royal Library in Copenhagen and administrative head of the Danish library system) on October 1, 1952. His predecessor, Svend Dahl, has retired on account of ill health.

Willi Göber was appointed director of the University of Halle Library on April 1, 1952.

Walter Hoffmann, leader in the German public library movement and author of such important works as *Die Lektüre der Frau*, died in Leipzig on April 24, 1952.

Sir Frederick Kenyon, formerly director of the British Museum, died on August 23, 1952.

Dr. Helmut Mogk has been acting director of the University of Leipzig Library since April 1, 1950.

Luxmoore Newcombe, director of the National Central Library in London, died on May 25, 1952.

Ernst Wermke has been appointed director of the library of the Technische Hochschule in Munich. He was formerly director of the Wrocław Public Library.

## Graduate Assistantships

The University of Florida Libraries is offering two graduate assistantships in the academic year 1953-54 for study leading to a master or doctoral degree in a subject field other than library science. Graduate assistants work approximately 15 hours per week in the library, assisting in bibliographical research in their field of study.

Stipend is \$1200 for a nine-month period and holders of assistantships are exempt from out-of-state tuition fees. The deadline for filing formal application is March 31, 1953.

Inquiries are invited, especially from librarians or students in library schools who are interested in advanced work in subject fields. Applications should be made to: Director of Libraries, University of Florida, Gainesville, Florida.



## Guild of Book Works, A.I.G.A.

The Guild of Book Workers, an affiliate of the American Institute of Graphic Arts, wishes to advance the knowledge of the conservation, repairing, and hand binding of rare materials. Toward this end it wishes to cooperate with library organizations to spread the knowledge of the bookbinding craft among librarians. It also wishes to cooperate with libraries in the presentation of basic processes to the general public. The Guild is preparing a traveling exhibition to show the principal steps in fine binding. This exhibition will be available to libraries for the cost of transportation. Application should be made to the Guild of Book Workers, the American Institute of Graphic Arts, 13 East 67th Street, New York 21, New York, and state preferred dates.

For the larger library meetings and conventions, the Guild may be able to furnish a craftsman to demonstrate the various steps in fine binding and repair of books and manuscripts. Normally this craftsman would set up a portable shop at the conference for one or for several days and would demonstrate and explain his work informally to any who gathered around. In the application for this type of exhibition the approximate square-footage of space that could be made available should be mentioned. Application should be made at least two months in advance.

The Guild will undertake to provide speakers on subjects relating to its field to meetings of librarians. In some cases it may be able to provide some of these services to library schools and to individual libraries. It is interested in dissemination of knowledge about its field of activity and will charge only for such basic costs as materials, travel, etc. For further information contact Robert Melton, president, the Guild of Book Workers, at the address given above.

## U. of C. Offers Scholarships

The Graduate Library School of the University of Chicago is offering several fellowships and scholarships for the academic year 1953-1954. Three cash fellowships of \$1100 each, and several full tuition and half tuition scholarships will be awarded. Awards will be made on the basis of the candidates' academic record and general promise of ability to carry on research and to contribute to the profession of librarianship.

Application blanks and additional information may be obtained from the Office of Admissions, Room 203 Administration Building, University of Chicago, Chicago 37, Illinois, or directly from the Graduate Library School. Applications must be received in the Office of Admissions no later than February 15, 1953.

## Subscription Policy Change in Publication

The Board of Directors of Serials Round Table announces a change of policy with regard to subscriptions to its official publication, *Serial Slants*. *Serial Slants* is distributed free to all members of Serials Round Table. However some memberships have been accepted in the Round Table from persons who were not members of the ALA. Beginning in 1953, only ALA members will be eligible for membership in Serials Round Table. The membership fee is \$1.00. Others interested in receiving *Serial Slants* quarterly can do so by subscribing at the rate of \$2.00 per year.

Memberships and subscriptions should be sent to the secretary-treasurer of Serials Round Table, Shirley Taylor, at 2533 Durant Avenue, Berkeley, Calif., and *not* to the editor. Editorial correspondence should be directed to Elizabeth Kientzle, at the John Crerar Library, 86 E. Randolph Street, Chicago 1, Ill.

## News from the Field

### *Acquisitions, Gifts, Collections*

The library at Southwestern College, Winfield, Kansas, in cooperation with the fine arts division of the college, has established a new department in the library. A record player with three sets of earphones has been placed in the main reading room and a record library of approximately 500 discs made available to the patrons.

The Regents of the University of Minnesota have entered into an agreement to accept as a gift at some future date the Ames Library of South Asia, a unique regional collection of books, maps, charts and other materials relating primarily to South Asia—the area usually interpreted to include Pakistan, Afghanistan, India, Ceylon and Burma.

The library represents 45 years of continuous collecting from sources throughout the world by Charles Lesley Ames, vice president of the West Publishing Company of St. Paul. The outstanding feature of the library is that it brings together in a compact collection material pertaining to India and South Asia insofar as it has been possible to acquire such material. It is a library concentrated on one particular segment of the world, and while much of the same material would be found in a few large libraries such as the Library of Congress, it would be classified and dispersed under a multitude of subject headings.

Under the terms of the gift to the Regents, the Ames Library will become a specialized unit of the University libraries sometime on or before June 29, 1961, to be maintained in perpetuity primarily as a regional library.

Bard College Library, Annandale-on-Hudson, New York, has recently received a collection of more than 1,000 volumes in connection with the donation of the famous Blithewood Estate to the college. The former owner of the estate, the noted bibliophile Mr. Christian A. Zabriskie, has long taken an active interest in the development of Bard College Library. He let the library have the books in his mansion, most of which had been gathered by his father Mr. Andrew C. Zabriskie. This collection contains many unusual volumes on the history of New York State; especially Dutchess County, and many

rare or fine editions of important works in American history as well as in English and American literature. Included are also a complete file of the *New York Tribune* for the Civil War period and some important periodical files.

An original copy of *The Dictes and Sayings of the Philosophers*, first dated book ever printed in England, has been presented by Louis M. Rabinowitz of New York City to the Yale University Library. The rare volume, one of four known to be in this country, gives Yale the distinction of being the only collegiate institution in America possessing the three most famous "firsts" in the book publishing world.

Since 1926 the Yale Library has owned one of the most perfect examples of the 45 extant copies of the Gutenberg Bible, printed in 1440 in Mainz, Germany. In 1947, the Library was given a perfect copy of the Bay Psalm Book, first printed book in America, dated 1640. *The Dictes and Sayings of the Philosophers* was printed in 1477 by William Caxton, noted printing pioneer, at Westminster, England.

### *Miscellaneous*

The Fifth Annual Meeting of the Southern Humanities Conference took place on April 4-5, 1952, at the University of Kentucky. The delegates were the guests of the College of Arts and Sciences of the University of Kentucky at a luncheon on April 4.

Among the topics discussed were the following: Virginia Humanities Conference, Southern Conference of Academic Deans and Southern Regional Education Board, teaching of music in the South, research in Southern colleges and universities, live manuscripts of Southern writers, Classics in the South, humanities curricula in the South, the humanities and professional teacher training, and the future program of the Conference.

The Conference will meet in Knoxville next spring.

The Library of Congress reports that the microfilming of the National Union Catalog, its main supplement, and the Hebraic, Chinese, Korean, and Japanese Union Catalogs

was completed on June 30. The project, undertaken by Remington Rand on a contractual basis, was started on March 10. Although the 16-millimeter negative microfilm copy that has been produced was made as a safety measure, the Photoduplication Service will fill orders for prints from it, or from parts thereof, consisting of one or more reels, at the rate of \$4 per 100-foot reel.

The Charles J. Livingood Library of troubadour literature has been presented by the Livingood heirs to the University of Cincinnati Library. This specialized collection of nearly five hundred titles supplements a large background collection of the history, literature and lore of Provence of the University of Cincinnati Library. The special emphasis of the collection is on the poetry of Provence, especially that by Frederic Mistral, a personal friend of the late Charles Livingood of Cincinnati.

Philosophical Library has issued *The Eternal Drama, a Comprehensive Treatise on the Syngenetic History of Humanity, Drama and Theatre*, by Richard Rosenheim (1952, 302p., \$6.00).

Nathaniel L. Goodrich, librarian emeritus, Dartmouth College, is the author of *The Waterville Valley: A Story of a Resort in the New Hampshire Mountains* (Lunenburg, Vt., The North Country Press, 1952, 77p., illus., \$2.50).

Two new titles in the College Outline Series have been published by Barnes and Noble: *Labor Problems and Trade Unionism*, by Robert D. Leiter (320p., \$1.75), and *Business and Government: An Introduction*, by Jack Taylor (322p., \$1.50). Barnes and Noble are also the U.S. agents for *Studies in the Constitutional History of the Thirteenth and Fourteenth Centuries*, by B. Wilkinson, 2d ed. (Manchester University Press, 1952, 284p., \$4.50), and *The Annals of Tacitus: A Study of the History of Writing*, by B. Walker (Manchester University Press, 1952, 284p., \$4.50).

The ALA has issued *1952 Annual Conference Summary Reports* (Chicago: ALA, 1952, 168p., \$2.00).

Stechert-Hafner (Hafner Publishing Co.) has issued a facsimile reprint of the first edition of *Journal of Researches into the Geology and Natural History of the Various Countries*

*Visited by H.M.S. Beagle*, by Charles Darwin (1952, 615p., plates, \$7.50).

*A Union List of Serials in American Benedictine Libraries*, edited by Rev. Adolph E. Hrdlicka, has been issued by the St. Procopius Abbey, Lisle, Ill. (1952, 160p., \$1.50).

*The Pharmaceutical Curriculum*, by Lloyd E. Blauch and George L. Webster has been issued by the American Council on Education, Washington, D.C. (1952, 257p., \$2.00).

Chauncey Sanders is the author of *An Introduction to Research in English Literary History* (Macmillan, 1952, 423p., \$5.50). This volume considers such matters as the materials, tools, and methods of research. Chapters are devoted to problems in editing, biography, authenticity and attribution, source study, success and influence, chronology, interpretation, technique, history of ideas, and folklore. The chapter on folklore was prepared by Stith Thompson. Included also are suggestions for thesis-writing, bibliographical references and specimen bibliographies, notes and thesis pages. This should be a useful book for both students and librarians.

*Freedom and the Tragic Life, a Study in Dostoevsky*, by Vyacheslav Ivanov, with a foreword by Sir Maurice Bowra, has been issued by the Noonday Press, New York (1952, 166p., \$3.50). This volume by the Russian symbolist poet has been translated by Norman Cameron and edited by S. Konovalov.

*Your Opportunity, 1952-1953*, edited and published by Theodore S. Jones (Milton 87, Mass., 1952, 222p., \$3.95 paper or \$4.95 bound) is a useful and comprehensive catalog of awards, competitions, scholarships, loans and unusual opportunities open to Americans and Canadians for use in this country and abroad. It contains an alphabetical subject index.

E. G. Swem, librarian emeritus, College of William and Mary, is the author of *Indexes and Machines* (Williamsburg, Va. 1952, 9p.).

Ernst C. Krohn is the compiler of *The History of Music: An Index to the Literature Available in a Selected Group of Musicological Publications* (1952, 463p.). This is No. 3 of the Washington University (St. Louis) Library Studies.

Some readers may be surprised to read that more people live in Latin America than in the United States. The estimated population of the former is 152,800,000 in an area two-and-one-half times the size of Europe. These

figures appear in the introduction to the new 29th edition of *The South American Handbook: 1952*, with a number of chapters completely rewritten. For many years this Handbook has been recognized as the standard guide to the countries south of the Rio Grande. Although published in London, the H. W. Wilson Company, New York 52, is the distributor of the book (782p., charts, maps and tables, \$2.00) in this country.

*Seventeenth Century Verse and Prose* (Volume 2:1660-1700) by Helen C. White, Ruth C. Wallenstein and Ricardo Quintana, of the University of Wisconsin, has been published by the Macmillan Company (1952, 472p., \$4.75). This anthology, which contains bio-bibliographical materials relating to authors of the selections, consists of pieces from the best seventeenth century edition reproduced as accurately and directly as possible.

*Employee Personnel Practices in Colleges and Universities, 1951-1952*, is a survey completed under the sponsorship of the College and University Personnel Association (809 S. Wright St., Champaign, Ill., 69p., \$2.50). Eighty-one institutions furnished data for the report.

The TVA Technical Library, Knoxville, Tenn., has issued *TVA as a Symbol of Resource Development in Many Countries*, a digest and selected bibliography of information (1952, 55p.). Bernard L. Foy, technical librarian, is also assistant to the director of information.

The Library of Congress has published a list of 338 books, periodical articles, and other materials concerning the protection of libraries and museums. It is entitled *Safeguarding Our Cultural Heritage*, and the materials cited contain information that may be useful in dealing with such peacetime dangers as fires and floods as well as wartime dangers.

The 117-page bibliography was compiled by Dr. Nelson R. Burr of the Library's General Reference and Bibliography Division. The materials cited were prepared on the basis of actual experience in this and other countries in developing measures for protecting cultural treasures or for repairing damage to them and relate primarily to World War II experience. The entries are alphabetically arranged under subject subdivisions, and there is an author index. Copies of the bibliography may be purchased from the Card Division, Library

of Congress, Washington 25, D.C., for 85 cents.

The personal papers of the late Newton D. Baker, former Secretary of War and prominent lawyer, have been given to the Library of Congress by his children. The collection, which consists of some 52,000 items, contains materials that relate to Baker's career from 1916 until his death in 1937.

The Library of Congress has published a 128-page list of more than 3,000 Russian abbreviations. Compiled by Dr. Alexander Rosenberg of the Library's Reference Department, this selective list—entitled *Russian Abbreviations*—is designed to assist research workers who need authoritative interpretations of the abbreviations that appear in current Russian literature. (Card Division, Library of Congress, Washington 25, D.C., 85 cents a copy).

The first volume of a definitive catalog of the library of Thomas Jefferson was published recently by the Library of Congress. Prepared by Miss E. Millicent Sowerby of the staff of the Reference Department, the catalog will be in five volumes and will, when completed, give scholars an opportunity to map the bounds of Jefferson's vast knowledge and explore the sources that gave body and stimulus to his thought. The first volume of the catalog can be obtained from the Government Printing Office at \$5.00 a copy. Subsequent volumes are expected to appear in 1953.

Two new volumes in the revised 8th edition of *Gmelin's Handbuch der Anorganischen Chemie* have been published: *Titan* (Titanium) System No. 41 (Verlag Chemie, GMBH., Weinheim/Bergstrasse, Germany, 1951, 481p., \$27.20), and *Arsen* (Arsenic), System No. 17 (1952, 475p., \$33.33). Both of these volumes are up-to-date, comprehensive and critical reviews of all aspects of the subjects involved. The volume on titanium contains considerable discussion of structural, industrial and electronic applications; while the volume on arsenic, among other discussions, includes detailed information on technical applications, particularly in insecticides, and in glass, concrete, rubber and many other industries. Research librarians have come to regard highly these systematic reviews of pertinent world literature.

Clarence E. Carter is the author of *Historical Editing* ("Bulletins of the National Archives," No. 7, August, 1952). The mono-

graph discusses various matters involved in preparing an edition of documents (search for relevant documents, canons of selection, textual criticism, transcription, arrangement, annotation, etc.), collation, and problems of printing.

College librarians will be interested in the program of Caedmon Publishers, 460 Fourth Ave., New York 15, N.Y. Since April, 1952, the firm has issued recordings of Dylan Thomas, the poet, Thomas Mann, reading in German from *Tonio Kroeger* and *The Holy Sinner*, Tennessee Williams, reading scenes from *The Glass Menagerie*, and Katherine Anne Porter. Planned for the winter are recordings of Colette and Sartre, Robert Ross reading two of the *Canterbury Tales* in Middle English, Archibald MacLeish, Eudora Welty, the three Sitwells, and others. Caedmon recordings are available throughout the country in record shops and bookstores. Each of the 12-inch, non-breakable recordings is priced at \$4.95, and contains an average of fifty to sixty minutes of reading.

The University of Illinois Library has issued a *Handbook for Graduate Students and Members of the Faculty* (1952, 36p., available on request). This is one of the best of such guides to help graduate students in their research, and to orient faculty members in their various relationships to the library.

New York State Maritime College, Fort Schuyler, New York, N.Y., Terence J. Hoverter, librarian, has issued a revised edition of its useful *Handbook* for library students. Edited by Frederick J. O'Hara, it is well-organized and in attractive format.

The third edition of the University of Illinois Library, Chicago Undergraduate Division *Library Handbook* contains, in addition to imaginative illustrations, a folding chart of "Sample Reference Books in Selected Subjects."

*Best Advice on How to Write*, an anthology for practicing writers, is edited by Gorham Munson. (New York, Heritage House, 1952, 290p., \$3.50.) It deals with the basic psychology of writing and centers on the fundamental reader-writer relationship. The volume is divided into four parts: (1) deals with principles and includes Schopenhauer's essay on style and the need for simplicity in writing; (2) concerns the writing of fiction and features Fielding on the "storyable element"; (3) treats the writing of various

forms and contains excerpts from William Archer's out-of-print manual on play-writing; and (4) "From Technique to Values" includes a transcript of a lecture on literary values by A. R. Orage. Among other contributors are Robert Penn Warren, Rudolf Flesch, S. S. Van Dine, Rolfe Humphries, and Robert Graves.

The Chicago Undergraduate Division Library of the University of Illinois (Chicago 11) has republished its student library instruction handbook. The contents have been entirely rewritten. A few copies are available for free distribution to college and university libraries, as are multilithed copies of the Library's most recent *Annual Report*, which describes its new program of Counselor Librarianship and Library Instruction.

The first annual compilation of college and university library statistics for the four-state area of Iowa, Minnesota, Missouri, and Nebraska has just been issued. Compiled as a joint project of the college sections of the four state library associations, this report attempts fuller statistical coverage for institutions of higher education in those states than is feasible in the annual printed summaries in *College and Research Libraries*. This first report includes 1950-51 statistics for 80 of the 150 colleges and universities in these states but plans call for fuller representation in future reports. The first compilation, which follows the standard report form used in *College and Research Libraries*, has been done by Margaret V. Thompson, research assistant at Parsons College, and was prepared under the supervision of John F. Harvey, librarian at Parsons. Copies of the report may be obtained from Mr. Harvey at Parsons College Library, Fairfield, Iowa.

With the first issue of Volume 12 (1952) the title of *Microfilm Abstracts* has been changed to *Dissertation Abstracts*, a more accurate and descriptive title for its contents. *Dissertation Abstracts* is published by University Microfilms, Ann Arbor, Michigan, on a straight subscription basis (\$6.00 per year; \$1.50 per issue), and all free distribution to selected libraries has been discontinued. Plans call for six issues a year, one of which will include cumulative author and subject indexes to the whole volume.

Paul L. Horecky, Slavic Division, Library of Congress, is the compiler of a "Prelimi-

nary Checklist of Russian, Ukrainian, and Belorussian Newspapers Published since January 1, 1917, within the Present Boundaries of the USSR and Preserved in United States Libraries (a Working Paper)."

The Daniel and Florence Guggenheim Aviation Center at Cornell University has published the "first annual supplement" (96p.) to its *Survey of Research Projects in the Field of Aviation Safety*, first published in 1951. Established in September 1950, with headquarters in New York City, the Foundation endeavors to foster the improvement of aviation safety through research, education, training, and the dissemination of air safety studies and information to industry and the general public. The supplement, like the *Survey*, is a broadly-classified listing of research projects and reports, each described succinctly to suggest its usefulness or importance. Since so many research studies in aviation safety are carried on under contract with a variety of corporations and educational institutions, most are published in "technical report" form and not distributed widely. The *Survey* adds a useful bibliographical key to the contents of unclassified technical reports in this field.

The first additions and changes to the first edition of the *Army Medical Library Classification* have been issued (List no. 1, January 1952). Twelve corrections to the schedules, one to the tables, and fifteen to the index are noted. The Armed Forces Medical Library has also published a revised edition of *Organizing Small Medical Libraries in Military Installations*.

By arrangement with the publishers, Yale University is microfilming the Eastern Edition of the *Wall Street Journal* from its beginning in 1889 to the present and on a continuing basis. Orders are now being accepted for positive microfilm copies at 8.4 cents per foot. Plans call for four reels to a year, each containing the issues for three months. Microfilm copies of 1951 issues will cost approximately \$33.60. Orders should be sent to John H. Ottemiller, associate librarian, Yale University.

Volume 1, part 9 (p. 769-864) of the second edition of Milkau's *Handbuch der Bibliothekswissenschaft*, edited by Georg Leyh, has been published by K. F. Koehler Verlag, Stuttgart.

The eighteenth volume of *International Bibliography of Historical Sciences* covering 1949 and some publications of previous years has been published by Armand Colin, Paris.

Of interest to all librarians are the hearings before a subcommittee of the House Committee on Education and Labor on H.R. 5195, the "Library Services Act," held on April 1-2, 1952. Included are statements by Harold Brigham, president, ALA Public Libraries Division; Virginia Chase, president, ALA Division of Libraries for Children and Young People; Earl J. McGrath and Ralph M. Dunbar, U. S. Office of Education; Verner W. Clapp, Library of Congress; Charles M. Mohrhardt, Detroit Public Library, and others. The "Library Services Act" was not reported out of committee before the 82d Congress adjourned but efforts will be made to have a new bill introduced in the 83d Congress.

The February 1952 issue of *PMLA* contains George K. Boyce's "Modern Literary Manuscripts in the Morgan Library," a checklist of Morgan library holdings not now listed elsewhere except in that library's own card catalog. Of particular interest to research scholars in English and American literature, the checklist calls attention to the wealth of literary material available in the Morgan collection, characteristically considered to be devoted chiefly to medieval manuscripts and early printed books. The medieval and Renaissance manuscripts in the Morgan collection are recorded, of course, in the *De Ricci Census*.

A guide to the rare books and special collections in the University of South Carolina library has been published recently. Compiled by Elisabeth Doby Miller, assistant librarian at South Carolina, *Special Collections in the McKissick Memorial Library, University of South Carolina* (1952, 129p.), identifies and describes briefly some 717 rare and association volumes, including 82 incunabula.

Two recent publications of the University of São Paulo, Brazil, includes its *Catálogo das Publicações Periódicas da Universidade de São Paulo*, and *Índice Bibliográfico das Publicações da Universidade de São Paulo*, Vol. 1, part 1.

The *CMC Sales Catalogue, 1952*, issued by Communication Materials Center, Columbia



University Press, 413 West 117th St., New York 27, lists films, radio transcriptions, photograph recordings, pamphlets, etc., which have been produced by CMC and are available for sale.

"The Enlarged Library Building at Chapel Hill," a pamphlet issued by the University of North Carolina on the occasion of the opening of its new library addition, April 18, 1952, includes an interesting and informative summary of the history of the university library, a description of the building with floor plans and pictures, and some statistics on the size, cost, capacity and equipment of the enlarged library plant.

*The Handicrafts of France as Recorded in the 'Descriptions des Arts et Metiers' 1761-1788*, by Arthur H. Cole and George B. Watts, is Publication No. 8 of the Kress Library of Business and Economics, published by the Baker Library of the Harvard Graduate School of Business Administration (1952, 43p.). The Baker Library has also issued two new reading lists: "Business Literature: a Reading List for Students and Businessmen" (Reference List no. 12), and "Executive Compensation: Selected References, 1947-1952" (Reference List no. 13).

The Hilbrand Press, Los Angeles, a newcomer to the ranks of publishers, has issued Samuel X. Radbill's *Bibliography of Medical Ex-Libris Literature* (1951, \$4.50), a comprehensive list of references to medical bookplates, including both books and periodical literature. Directed by Mrs. Clare R. Bill, a longtime collector of and authority on bookplates, the Hilbrand Press will concentrate on the publication of items relating to bookplates and bookplate collecting.

Appleton-Century-Crofts has published *Prose of the English Renaissance*, selected and edited by J. William Hebel, Hoyt H. Hudson, Francis R. Johnson, and A. Wigfall Green (882p., \$5.50). Designed as a companion volume to Hebel and Hoyt's *Poetry of the English Renaissance*, selections are included from the writings of Sir Thomas More, Roger Ascham, Sir Thomas North, John Lyly, Sir Philip Sidney, Richard Hakluyt, John Donne, and 37 other Tudor-Stuart writers.

An article "Radio's Role in Large University Libraries" by Le Moyne W. Anderson, library adviser at the University of

Illinois, appeared in the April issue of *The Journal of the AER* (Association for Education by Radio). The purpose of this study was to assemble data describing the use made of radio in large college and university libraries. Although radio has not been widely used by college libraries for reasons of expense, lack of personnel, and dissatisfaction with present day library-radio programs, the author makes a plea for the radio program as a means of stimulating study and raising the level of reading tastes.

Columbia University School of Library Service has published *A Classification for Communications Materials*, by Jay W. Stein. Designed to provide a workable arrangement of communications materials as an alternative to the scattered arrangements afforded in such standard systems as LC and DC, these mimeographed schedules were tested by applying them to a large collection deposited in the Columbia University Libraries. Other institutions building communications collections for the use of scholars and specialists may find this classification scheme useful for the effective arrangement of their own collections. Copies may be obtained from the Columbia University Bookstore, New York 27, New York, at \$2.00 each.

The third volume of *Index Translationum*, the international bibliography of translations published by UNESCO is available from Columbia University Press, 2960 Broadway, New York 27, New York (\$7.50). Listing approximately 13,500 translations appearing in 1950 (as well as previously unreported translations published in 1948 and 1949), the index is arranged by country in which the translation was published and derives from national lists prepared in each country. Alphabetical indexes of authors, translators and publishers are provided. The statistical table appearing at the end of the volume shows that Germany, France and Japan lead all other countries in the number of translations produced, and the total figures for all countries indicate that approximately 50 per cent of translations were works of literature, 15 per cent social science, law and educational materials, and about 9 per cent history, biography and geography. The natural and applied sciences accounted for only about 11 per cent of the total number of translations.

Art collections for small libraries are con-

sidered in Maj Lundgren's *Konst-Litteratur i Urväl för Mindre Bibliotek* (Sveriges Allmänna Biblioteksförenings Smaskrifter, No. 33, 1951). A selected list of recent Swedish titles for which printed catalog cards have been prepared is included.

A comprehensive list of recent publications in Spanish and Portuguese relating to cataloging and classification has been compiled by Alberto Villalón, Director of the Central Library of the University of Chile Medical School, Santiago, Chile. Descriptive and critical annotations have been supplied for about three-quarters of the titles in this classified list which has been published as vol. 1, Group 1, Series B of the series *Bibliografías y lecturas bibliotecarias*. An earlier volume in this series, devoted to similar publications relating to the organization and administration of libraries issued since 1947, was published in 1950 as vol. 1, Group 1, of Series A.

Karl A. Baer has compiled an annotated bibliography of *Plasma Substitutes, Except Those Derived from Human Blood, 1940-1951*. This comprehensive list of references has been published by the Army Medical Library as one of the special bibliographical compilations planned to supplement its other indexing and abstracting programs.

The first number of a new quarterly publication, *Southern Asia: Publications in Western Languages, a Quarterly Accessions List* has been released by the Library of Congress. Designed to supplement the library's current accessions lists for Russian and East European materials, the present list is sponsored jointly by the library and the Joint Committee on Southern Asia of the American Council of Learned Societies and the Social Science Research Council. Subscriptions at \$2.00 per year, or single copies at 50 cents are available from the Card Division, Library of Congress, Washington 25, D.C.

A. D. Roberts has issued the second edition of *Introduction to Reference Books* (The Library Association, Chaucer House, Malet Place, London, W.C.1, 1951, 214 p., 15s., 10s.6d. to members). In this new edition, Mr. Roberts has included revisions on more than half the pages of the first edition, as well as a chapter on bibliographical works of reference. Three appendices include a "Note on Tracing and Selecting New Works of

Reference," "Questions for Practical Work," and "Addenda, July 1951."

*Principles and Practices of Classified Advertising*, edited by Morton J. A. McDonald, has been published in a revised edition under the auspices of the Association of Newspaper Classified Advertising Managers, Inc. (Culver City, Calif., Murray and Gee, 1952, 470 p., \$7.50). The volume, which contains a glossary and illustrations, is a useful reference work on the subject.

Two volumes of American foreign relations have recently appeared. *Documents on American Foreign Relations, 1950*, vol. XII, edited by Raymond Dennett and Robert K. Turner (Princeton University Press, 1951, 702 p., \$6.00) is another in the series being issued under the auspices of the World Peace Foundation. *Recent American Foreign Policy, Basic Documents 1941-1951* by Francis O. Wilcox and Thorsten V. Kalijarvi (Appleton-Century-Crofts, 1952, 927 p., \$6.50) is an expansion of an earlier volume, *A Decade of American Foreign Policy*, and includes some fifty or sixty documents which cover 1950 and 1951. Brief editorial notes have also been added.

The second edition of a list of *Business Manuscripts in Baker Library*, compiled by Robert W. Lovett, has been issued by the Graduate School of Business Administration, Harvard University (1951, 213 p., \$1.50). The first list, issued in 1932, contained 508 entries; the new edition contains 1,118 entries.

*Cataloging and Classification: An Introductory Manual*, by Thelma Eaton (1951, 113 p., distributed by The Illini Union Bookstore, Champaign, Ill., \$1.50) has been designed as an undergraduate introduction to cataloging and classification problems.

*The Year's Work in Librarianship*, vol. XV, 1948, has been issued by The Library Association (London, 1952, 281 p., £2, £1.10s. to members). The volume includes reports by regular contributors, in addition to some new ones—A. Shaw Wright, LeRoy C. Merritt, R. W. Pound, P. D. Record, and K. W. Humphreys. Dr. Merritt, of the School of Librarianship, University of California, has written the chapter on "Research in Librarianship." Frances M. Birkett has prepared the chapter on "National and University Libraries." It is hoped that The

Library Association will some day issue this useful compilation more currently than it has been able to do in recent years.

Beginning with the January 1952 issue, the Decimal Classification Section's quarterly publication, *Notes and Decisions on the Application of the Decimal Classification* started its third series, which includes additions and corrections to the 15th edition, as well as other notes relating to the application of both editions. While some of the notes and decisions in the first two series have been superseded, most of their content is still in force. Issues of *Notes and Decisions* from 1934 through 1948 may be purchased from the Card Division of the Library of Congress for \$3.45 a set; from 1949 to date, from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at 30 cents per year. The price of a single issue is 10 cents.

A guide to agricultural reference materials is being compiled by Orpha E. Cummings, librarian, Giannini Foundation of Agricultural Economics at the University of California, J. R. Blanchard, librarian, University of California at Davis, and Harold Ostvold, agriculture librarian, University of Minnesota, St. Paul, Minn. The aim will be to list descriptively the most important and useful sources of bibliographical and reference-type information in the field of agriculture. Any suggestions as to information problems that could be treated in such a guide would be welcomed by the compilers.

"Rogues and Vagabonds in the Book Trade" is the title of a lecture delivered by Percy H. Muir, President, International Booksellers Association, at the University of Pennsylvania Library. It is published in the Winter 1951/1952 issue of *The Library Chronicle*. Matthew W. Black, curator of the Furness Memorial Library of Shakespeare at the University of Pennsylvania, has also contributed an article on the correspondence between the Furnesses and Charles and Mary Cowden Clarke, nineteenth-century Shakespeareans.

*The Union List of Periodicals and Other Serial Publications in the Medical and Biological Sciences Libraries of the Greater Los Angeles Area*, published by the Special Libraries Association, Southern California Chapter, has appeared. The cost is \$5.00.

A recent publication, a series of lectures delivered under the A. S. W. Rosenbach Fellowship in Bibliography at the University of Pennsylvania, is *Bartolomé de Las Casas, Bookman, Scholar and Propagandist* by Lewis Hanke, until recently director of the Hispanic Foundation of the Library of Congress (University of Pennsylvania Press, 1952, \$5.00).

## THE SUBJECT ANALYSIS OF LIBRARY MATERIALS



Papers presented at an Institute at Columbia University, June 24-28, 1952, under the sponsorship of the School of Library Service and the A.L.A. Division of Cataloging and Classification.



Includes contributions by: Wyllis E. Wright, Leo H. LaMontagne, Jesse Shera, David Judson Haykin, Gerald D. McDonald, Alex Ladenson, Frank B. Rogers, Margaret Egan, Kanardy L. Taylor, Harry Dewey, Wesley Simonton, Verner W. Clapp, Carlyle J. Freary, Jean K. Taylor, Ruth Erlanson, Allen T. Hazen, J. W. Perry, Dorothy Charles, Sarita Robinson.



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## ACRL Committees

The ACRL Committee on Committees will appreciate suggestions or applications for committee appointments for 1953-54. Consult the *ALA Bulletin* for December, 1952, pp. 397-398, for the list of ACRL Committees and then send your suggestions to Walter W. Wright, chairman, at the University of Pennsylvania Library, Philadelphia, or other members of his committee as listed on p. 397 of the *ALA Bulletin*. Members are urged to volunteer their services.

## Review Articles

*Short-Title Catalogue of Books Printed in England, Scotland, Ireland, Wales, and British America and of English Books Printed in other Countries, 1641-1700.* Compiled by Donald Wing of the Yale University Library. In Three Volumes. Volume III, Pl-Zz8. Printed by Columbia University Press, New York, 1951, for The Index Society. \$15 for members of the Index Society, \$20 for non-members.

An American librarian who was in England in 1950-51 on a Guggenheim Fellowship to write the history of the contribution of British booksellers to the building of American libraries carried with him from bookseller to bookseller all over the island a large Gladstone bag packed with two bound volumes of Wing and one unbound in proof sheets. Entering a shop, he would call for all its 17th century material, and would then slowly and methodically check each against his *vade mecum*, ordering without further ado whatever he lacked. Such assiduous reliance opened the eyes of British book dealers to the possibility of Wing. They had known of the compilation before, in a kind of way; several of them owned the first two volumes, and there were others who had tried in vain to get copies. But not until the succession of packages began its 6000-mile westward trek did they realize that here was a MUST without which they could no longer do effective business. One enterprising dealer borrowed the third volume so that he might check overnight the offerings in his next catalog against it, while others vowed that never thereafter could they afford to list a 17th century item without the words, "W491. In three U.S. Libraries only." This story might well stand as the first chapter in some future work to be entitled, "The Contribution of American Librarians to English Booksellers."

Of the 22,000 items listed in this volume of Wing, there are at a rough guess, made from counting on a dozen pages only, about 10,000 items which are recorded in three libraries only. That entry in a dealer's catalog is going to keep the prices boosted for a long time to come. It has already doubled if not tripled them. Mr. Wing must have been the first to have been surprised that his locations should have become a booksellers' Bible. He meant

them to be used by scholars, locating copies in this country in the East, Middle West, West and South. Some of the large university libraries, such as the University of California, of Minnesota and of Michigan, he did not ask to check against his list. There was no reason why he should. He simply was not intending to be exhaustive. Where Sabin gives four locations for Samuel Wakeman's *Sound Repentance*, Wing gives but one. And yet any day we may expect to see this pamphlet in a catalog with the note "Yale has the only recorded copy in America."

Yale, indeed, the symbol for which is a solitary "Y", seems to do rather better than that place at the other end of the New Haven line, the symbol for which is "MH." And why shouldn't it? Had this catalog been the work of several scholars from as many universities, doubtless such little forgivable vagaries as the including of location symbols for seven private libraries, four of them at Yale, would have been erased. A pity had that happened. Difficult as it is to impress a personality upon a catalog, Don Wing, by tricks like these, has succeeded in doing it. It was in no spirit of long-faced dourness that he began and single-handed carried through the enormous task of digging up titles, putting them on slips, keeping the slips in order, running down authors' names. In England he traveled from library to library—he lists 40 for London alone—emitting a grunt of joy with the discovery of every unknown title, and as the grunts became fewer, they became louder. It is not often that a dealer can note "Not in Wing." The completion of this work is a personal triumph, and Wing deserves the immortality conferred upon those whose names become nouns and verbs. "To wing it" now means to check against Wing.

That many of the books and pamphlets listed were unimportant then and are now goes without saying. When there are only 22 entries for as able a man as Rushworth, 21 for the first Lord Shaftesbury, 28 for Sir William Temple, one can pardonably wonder at the worth of the 130 entries for Bishop Simon Patrick, who wrote in polemical theology, scriptural exegesis, and edificatory literature. As a rule, churchmen were the most prolific of 17th century writers. William

Sherlock, Dean of St. Paul's, scores 121 entries; Bishop Jeremy Taylor, 138; and Bishop Edward Stillingfleet, 123. Yet the palm for the greatest number of entries goes to that unappeasable pamphleteer, William Prynne, with 344. William Penn, no unprolific writer himself, comes up with 153.

Being an age of civil war and its aftermath, thousands of pamphlets appeared anonymously. The anonymous pamphleteer, however, displayed a singular lack of originality in his titles. There are 107 entries beginning with "Short," "A Short Way," "A Short Relation," "A Short Cut"; there were 53 "Seasonables," 131 "Reasons," 111 "Stranges," and no less than 806 beginning with the word "True." These were the key words.

Seldom does any book deserve the too much abused description of "indispensable." Wing does deserve it. All scholars of 17th century England, and all the librarians who serve them, have already recognized what it means to have easily and accurately available a list of all books and pamphlets printed in the period, and their dependence on Wing will grow in the years to come. If the Index Society never sponsors another "index," it will have justified its formation by the publication of Wing.—Stanley Pargellis, *The Newberry Library*.

## Studies in Bibliography

*Studies in Bibliography. Papers of the Bibliographical Society of the University of Virginia.* Edited by Fredson Bowers. Vol. 4, 1951/52, Charlottesville. (\$6.00, free to members.)

A wondrous sight, familiar to many librarians, is that of mortification being publicly performed en masse by the initiates of a bibliographical society. I refer to the custom of their meetings at which on fidget-hard chairs or soporific seats the membership is expected to assimilate audially papers which are visual in their appeal. The Bibliographical Society (London) and its American counterpart are confirmed practitioners of this traditional rite, and I am rather certain that if one were to suggest to their officers that meetings should be devoted entirely to visual representation of bibliographical topics—exhibits, slides, etc.—the heretic would be quickly water-marked and sent down river.

Five years ago a hopeful augury was the founding of a new bibliographical society at the University of Virginia, and although one of its founding high priests, Professor Fredson Bowers, personifies the apotheosis of Scientific Bibliography, humanistic amelioration was furnished by his co-founding fellow Virginians, John Cook Wyllie, Jack Dalton and Linton Massey.

The papers gathered into print in Volume 4 are a nice blend of historical and statistical bibliography and of British, Continental and American topics. Shakespeare is the subject of four contributions; the moderns include Sherwood Anderson and T. S. Eliot. Useful feature is a "Selective Checklist of Bibliographical Scholarship" compiled by Hirsch and Heaney. Issuance of a bound annual volume has advantages over quarterly papers, such as those published by the Bibliographical Society of America, which are awkward to use in parts and increasingly costly to bind.

Publication of these studies is but one of the activities of this lively Virginia group. They also sponsor a student book collectors' contest, and a contest for the best printing in Virginia. The Society richly deserves the world-wide interest it has elicited.—Lawrence Clark Powell, *University of California Library, Los Angeles*.

## Library Trends

*Library Trends*, Volume I, Number 1, July 1952. University of Illinois Library School, Urbana, Illinois. Quarterly. \$5.00 per year.

*Library Trends* is the new quarterly of the University of Illinois Library School. It is the outcome of a four-year study of the available library literature by the school's faculty and marks its decision that there was a place for a new professional journal—a journal which would "present in each issue a synthesis and evaluation of a single topic relating to librarianship . . . review and evaluate current practice and current thinking in librarianship . . . [and] be even more concerned with the probable future of such current developments in librarianship."

"Current Trends in College and University Libraries" is the subject of the first number (July, 1952). In a brief introduction, the editor of this issue, Robert B. Downs, sum-

marizes the aims and scope of *Library Trends* and underscores the significant problems and conditions surveyed in the twelve contributions by well-known librarians. Their papers fall under such conventional rubrics as: trends in higher education (Raynard C. Swank, Stanford University); readers' services (Leslie W. Dunlap, University of Illinois); resources of libraries (Robert Vosper, University of Kansas); technical processes (Wyllis E. Wright, Williams College); organization (Arthur M. McAnally, University of Oklahoma); management (Donald Coney, University of California); personnel (Lawrence J. Thompson, University of Kentucky); finances (Stephen A. McCarthy, Cornell University); public relations (Robert W. Orr, Iowa State College); and buildings and equipment (Ernest J. Reece, Columbia University and University of Illinois). The final paper by Edwin E. Williams (Harvard University) questions some aspects of library cooperation as embodied in the Farmington Plan, the Midwest Inter-Library Center and the proposed Northeastern Regional Library.

For the most part, the inventories of developments cover the decade of the forties, although Ellsworth on higher education goes back to the beginning of the century while Coney on management confines his discussion primarily to years after World War II. Trends affecting current practices and theories, of course, do not neatly fit into the same chronological patterns but vary from one particular field to another. The papers conclude by pointing out the gaps in the knowledge in the area covered which research and study must fill. The literature cited is largely of post-war vintage, hence the selective bibliographies accompanying each paper bring similar lists of references in such standard works as Wilson and Tauber's *The University Library* and Lyle's *The College Library* up to date. The similarity in handling the individual topics gives the main subject an even treatment.

In addition to the methodological unity there is a unity provided by the several basic factors underlying the development of academic libraries. Down's introduction points up one of these factors. In his own words: "This is that the college or university library is emphasized as an educational force, and growing out of that fact, increasing attention is being paid to the needs of individual library users, ranging from entering college freshmen

to the established scholar, in all types of institutions from the junior college to the large and complex university." The other element is sheer size and its effect on college and university libraries. Ellsworth states that "the rapid and extensive growth of colleges and universities is perhaps the most important factor in determining the nature of the institutions" and this remark might as aptly be made about the academic library. Vosper's study of resources and Williams' appraisal of library cooperation center around growth and the problems of constantly expanding collections. The McAnally and Coney summaries on organization and management stress how size of book stock and staff have spawned problems of administration and operation.

The fundamental importance of these several elements account for some repetition throughout the volume. Vosper discusses the Farmington Plan and MILC which bulk large in Williams' analysis of library cooperation; both McAnally and Swank touch upon subject division organization; the administrative aspects of technical processes are examined by Wright, Swank and McAnally. Wright and Dunlap scrutinize the problems of the reader's approach to the book collection through the card catalog. Such occasional duplication naturally results from the overlapping of the topics themselves. It is logical, for example, that Wright on technical processes should examine the studies made of reader use of the card catalog while this same literature is relevant to Dunlap's synopsis of the status of our knowledge of readers and their library habits. Interestingly enough, only Merritt's study of the use of the subject catalog at the University of California Library was cited by both contributors—the other research on reader use of the catalog cited was unique to each paper.

The reviews vary from seven to seventeen pages in length and the appended references range in number from eleven to fifty-five items. The scope of the topic plus the quantity and importance of the literature can account for much of this variation. *Library Trends* promises to draw upon the results of research in librarianship, but some, nay, many areas are barren of any such store. For example, Orr, in his treatment of public relations, confesses that "in many instances, the subjective opinions of the author have been injected into the discussion because the available literature is



either wholly lacking or seriously deficient in description and evaluation."

The worth of a new journal cannot, obviously, be intelligently evaluated on the basis of a single issue. The "unique characteristics" of *Library Trends* which presumably justified its birth, were announced as reviewing, synthesizing, evaluating and predicting the future of current developments in librarianship. Each issue will have an editor chosen because of his or her competence in the area to be covered by the issue and the guest editor will be responsible for the selection of the contributors. The idea of limiting each issue to a single topic, patterned after the *Annals of the American Academy* should make it possible for librarians to have at hand in a single source an up-to-date analysis of those subjects covered by *Library Trends*. Volume I, number 1, stands up rather well to these announced criteria. No one could question the competence of issue editor, Robert B. Downs, Director of the University of Illinois Libraries, and Director of the School of Library Science at the same institution. Likewise, the roster of contributors to the initial issue promises the authority demanded of a professional journal.

The question may be raised, however, as to whether both college and university libraries should have been included in one issue. The contents are definitely weighted on the side of the university library. Swank and Vosper explicitly limit their discussions to university libraries and McNally's paper on organization and Coney's on management deal primarily with developments in the large library. In his résumé of the financial support of college and university libraries, McCarthy illustrates his text with ten tables, nine of which present data almost exclusively for university libraries. In several papers, of course, the topics themselves dictate this emphasis—for the problems of administrative organization and management presume an institution of a certain size. Without impugning the objectivity of the writers, it also seems plausible that the fact that ten of the eleven practitioners come from the university library field might contribute to the issue's preoccupation with the university library.

Future numbers of *Library Trends* will cover major types of libraries, including special libraries, school libraries, public libraries. These publications will lay the foundation for later treatment of more

specialized topics, such as education for librarianship, library personnel administration, cataloging and classification, among others. Such subjects are of constant interest to librarians, and re-evaluation of practices and the basic assumptions underlying them and their future developments will be valuable. It is hoped, however, that where feasible, the analyses will draw upon literature relevant to, though not necessarily produced by, librarianship. For example, the library problems of personnel selection and administration, and work simplification, to name but two, could certainly benefit from knowledge of some of the fundamental and operational research done in business and industry. The library profession needs access to such information and *Library Trends* should be an excellent medium to supply such information.—Robert T. Grazier, *University of Florida Libraries*.

## Notre Dame Survey

*Survey of the Library of the University of Notre Dame.* By Louis R. Wilson and Frank A. Lundy. Chicago, American Library Association, 1952. xiii, 195p. \$2.00.

This report, prepared by two experienced librarians and surveyors, cannot fail to help both the administration at Notre Dame and the library professional elsewhere who is faced with similar problems.

The *Survey* is comprehensive in its view and coverage of the Notre Dame situation; it is even repetitious, although this is probably more a precaution than a fault. As we all know, administrators who must read and use such surveys, inevitably have to skim and skip about among the sections.

This review of the *Survey*, however, is directed toward librarians, who will rightly want to use it as part of our professional literature. As such, the survey deserves attention for the long and generalized comments on the essentials of a university library program, the government of a university library, and its means of serving a campus community. These cover four chapters (II-V) and extend over fifty pages, which make clarifying and down-to-earth reading for any campus librarian. For example, what are those elements of its library's government which should be spelled out in a university's basic statutes? Repeatedly throughout the *Survey*, similar administrative theories and problems are

simply, even bluntly stated, for use as a work pattern and in a style no librarian-to-librarian exposition would use. Usually the statements however are the clearer for this type of wording, and make good reading, even when setting the reader to arguing with the surveyors.

Chapters VI to XII cover specific recommendations for reader services, technical services, finances and building. Your reviewer feels that only the library staff and university administration at Notre Dame can know the ultimate worth of these, but they seem generally judicious, except for one item. The book funds would have to be more generous than those named, especially in the sciences, to achieve the goals for the collections which the faculty described and the surveyors accepted.

Although ALA surveys follow a necessarily set form and the Notre Dame survey is properly standard in this respect, it does offer an unusual number of *obiter dicta* of much general professional worth to librarians. In some cases, as for example on the page about Catholic censorship of books, the survey gives an explicit statement on the issue involved which your reviewer believes may be unique in general library literature.—*John H. Moriarty, Purdue University Library.*

## Problems in Bibliography

*Nineteenth-Century English Books. Some Problems in Bibliography.* By Gordon N. Ray, Carl J. Weber and John Carter. Urbana, University of Illinois Press, 1952. 88p. \$3.00.

These third annual Windsor Lectures in Librarianship exhibit three different answers to the perennial question, Should lectures be printed? Professor Gordon N. Ray's paper on "The Importance of Original Editions" was surely the most enjoyable to hear. His knowledge is not limited to Thackeray, with whose name he threatens to become synonymous. In answer to one of this century's stupidest dicta: "Thou shalt not covet . . . to have the largest number of unused books in your library," as reported in *Newsweek* as coming from Dr. Ernest C. Colwell, Professor Ray outlines some of the scholarly uses to which a collection of original editions of English nineteenth-century books can be put with a most interesting example from the English translations of Zola; authors' own revisions are cited from George Moore; and a plea is

made for the ephemeral material occasionally surrounding or only quoted by acknowledged literary works of art. After hinting that university libraries should buy what is temporarily unfashionable and hope for the rarities as gifts from collectors, Dr. Ray ends with one delicious quotation from the never consciously amusing Mr. F. R. Leavis and another from the pen of Mr. Wilmarth Lewis, who never deviates into nonsense. The lecture must have been most agreeable to hear and is all too short to read.

John Carter ends the group with a series of penetrating, though fairly miscellaneous suggestions for further discussion, called "Some Bibliographical Agenda." These topics range from innovations in printing technique to the need for "a modern McKerrow." On the way there are glances at binding in cloth, definitions of the word *edition*, the need of better author bibliographies, original boards, books issued in parts, cancels, binding variants, inserted advertisements, and dust-jackets. The examples are chosen as only Mr. Carter could choose them, but I feel sure the audience left with its collective head swimming. There are not too many dates—but there are surely too many questions for one lecture. These are questions the author—and thousands more—want answered and we should all be glad to have this list set down in print. Let us hope that in fifty years it will seem incredible how little we know today about book production in the last century.

The central essay in the volume and the one with most material to hear and to read is Professor Carl J. Weber's on "American Editions of English Authors." Professor Weber's name has been most frequently linked to that of Thomas Hardy, but here are fascinating examples from Browning, Dickens, Scott, Byron, Wordsworth, Thackeray, Fitzgerald and Housman as well. The horrors of a world without copyright, flagrant alterations of the authors' texts, changes of illustrators, the beginnings of the cheap paperback novel, altered endings, retitled poems and rewritten lines all add to the pleasures of this essay. This seems far better read than heard, although the hearing must have beguiled the hour. It seems quite sure that the audiences will be among the first to buy this handsome volume. Anyone else interested in nineteenth-century English books will do well to follow them.—*Donald G. Wing, Yale University Library.*

## Shelf Work

*Shelf Work in Libraries.* By William H. Jesse. Chicago, American Library Association, 1952. 68p. \$1.25.

"Shelf Work" is a comparatively new term in the librarian's glossary. The author of this book considers shelf work to be "the act of delivering a book when it is wanted, returning it to its assigned place when it is no longer needed, and seeing that it is properly cared for until it is wanted again." To accomplish these objectives, shelf work administration is concerned with the arrangement of the book collection; special shelving problems such as oversized books; the housing and arrangement of non-book materials; "the exploitation of architectural and aesthetic possibilities of building areas in which readers are in direct contact with the books"; order and cleanliness in the stack areas of the library; shifting of books or moving of the book collection, when and if this is required; and inventory of the book stock. The qualifications of the shelf worker, his training and his supervision, are also discussed in this book.

In essence, here is an attempt to describe in a small volume the management of the library's book collection. The emphasis is on "adequate and efficient service to the library user." This is a practical manual for the supervisor of shelf work whether shelf work is his full-time or part-time responsibility, and he is told "what should be done, why, and how it may best be accomplished." It will offer the uninitiated stack supervisor a good guide to his work and responsibilities. If he follows the foot-note references, he will learn more about specific problems which arise in his work area. He might be better served in this respect if the author had included a selective bibliography. For the experienced shelf worker, here is a quick review which he will find up to date on tried practices and suggestive of new approaches to old problems.

It seems to this reviewer that it would be unfair to attempt to criticize this book in detail. One could debate, for example, the validity of the statement that "the shelf worker who pages books must have access to the shelf list, if he is to do his work speedily and efficiently." In one short paragraph the author simply does not have sufficient space to particularize this assertion or to discuss the test upon which it is based. Again, a current concern of librarians is the question of com-

pact shelving or compact storage. Reference is made to some of the better known articles and books on the subject, but it is not treated in any detail and is not mentioned in the chapter of the book on stack management and shelving equipment. Other examples could be cited, but the point remains that either the book was produced under too limited a budget or it was projected only as an introduction to the subject. This is not to say the book is not worth reading. It is a good manual. But in these days of emphasis on sound management and personnel practices in libraries and the mechanization of clerical routines and procedures, librarians need and deserve a more thoroughgoing analysis and evaluation of their experiences with these problems, available equipment, suggested procedures, and other data which will help them operate their libraries more efficiently and effectively. The author of *Shelf Work in Libraries* can do this job as is made evident by this book. It is up to the American Library Association to encourage and sponsor the undertaking.—*John H. Ottemiller, Yale University Library.*

## Punched Cards in Libraries

*Library Applications of Punched Cards: A Description of Mechanical Systems.* By Ralph H. Parker. Chicago, American Library Association, 1952. 80p. \$2.75.

Librarians are generally aware of two kinds of punched cards. The more familiar type, because it has been more frequently adapted to library routines, is the card notched or slotted along the edges and adapted to hand sorting from file by use of a needle. The other type of punched card is for use in machines manufactured by International Business Machines and Remington Rand, Inc. This latter type is the subject of Ralph Parker's book—the card used to actuate machines for the arrangement and tabulation of a variety of data. (Another book by another author also appeared this year with similar title, but on the subject of the notched card sorted by needle.<sup>1</sup>) The study in hand was started some ten years ago. It was withheld from publication to await new developments in the manufacture of punched card machines, so that a more com-

<sup>1</sup> McGaw, Howard F. *Marginal Punched Cards in College and Research Libraries*. Washington, D.C. The Scarecrow Press, 1952. 218p.

plete study of the application of punched cards to library uses could be presented.

Librarians began writing about methods and machines used in the business world and applicable to library operations more than twenty years ago. Many of these early efforts were simple management studies of isolated uses of various types of mechanical equipment which, under a given set of circumstances, produced savings in time, money or effort in the pursuit of the library's daily business. The mechanical aids were in the main easily mastered devices and many came into general usage. Punched card tabulation was talked about, a few articles appeared on its possible adaptation to library procedures, but for the most part, it was not understood, considered too expensive, and left to its more common applications in business and government accounting and statistical work. Perhaps punched cards first aroused librarians' interest when, as the author writes in his preface, "Miss Marjorie Quigley, who is Librarian of the Montclair, New Jersey, Free Public Library, had the temerity to try so radically new an idea as automatic book-charging. . . ."

Mr. Parker has taken the magic out of the punched card for the librarian. First he carefully describes the operation of punched card equipment, the two makes available in this country, their differences and limitations, and the basic equipment required. By avoiding technical details as much as possible, he successfully carries the reader through all library activities and discusses the application of punched cards to each one—order work, processing operations, borrower's records, circulation control and analysis, bibliographic and indexing services, personnel records, fiscal records and controls and the administration of punched card installations. More important, he concerns himself with a program of unified record control for the library. As he points out, "the greatest value of punched cards comes from their use in a coordinated program." The punched card is not presented as the panacea which will solve all library management problems. The suggested procedures, forms, and applications are not considered common to all library situations. Local needs, local procedures, must be evaluated before punched cards will work.

The author serves well the library administrator in helping him to understand

punched card systems, and the various kinds of machines available, and in particular, to evaluate both of them in consideration of his local requirements and his local problems. A bibliography, a glossary and generous use of figures, tables, and charts are most helpful. The library administrator will also appreciate, as the author points out, that punched cards do not necessarily represent savings in themselves, but that through increased efficiency additional work can be accomplished and the administrator will have at his command data to help him do a more informed job in decision making, in the study of his use of funds, and in his efforts to control the book collection, to name a few examples. In this connection, Mr. Parker's projection of the organizational pattern of a library employing punched cards in all suggested applications and in a coordinated program offers stimulating reading.

Here then is a complete and careful examination of punched cards and punched card machines for libraries. It is a book for both the experienced and the inexperienced, and it should be read by all interested in library management problems and the mechanization of library clerical routines.—*John H. Ottemiller, Yale University Library.*

## General Education

*General Education in Action.* . . By B. Lamar Johnson. Washington, D.C., The American Council on Education, 1952. 409p. \$4.00.

Action, power and vision are the keynotes of *General Education in Action*, a Report of the California Study of General Education in the Junior College, written by Dr. B. Lamar Johnson of Stephens College, Columbia, Missouri, under the auspices of four educational organizations, and with the aid of a grant from the Carnegie Foundation for the Advancement of Teaching. Dr. Johnson is well known as the very able librarian and dean of instruction of one of the nation's outstanding junior colleges.

The four far-reaching organizations which sponsored this study are the California State Junior College Association, the California State Department of Education, the School of Education at the University of California at Los Angeles, and the Pacific Coast Committee of the American Council on Education.

These organizations deserve credit for their encouragement and sponsoring of this report.

Dr. Johnson is to be heartily commended for the tremendous task which he undertook in 1950 of evaluating, identifying and describing the programs and practices, the general education advances, and developments of the junior colleges of California. Of the 59 junior colleges in California, Dr. Johnson participated in conferences attended by 4300 participants on 41 campuses in California and has reported first hand findings gleaned from talks and discussions with faculty members, administrators and students of the junior colleges of California. It is fitting that a study of this sort should have been made in a state where more than half of the junior college students in public junior colleges in the United States are enrolled, in a state which has a larger number of junior colleges than any other state in the country, and in a state where one might say the greatest advances in public education on the junior college level have been made.

The book is divided into four parts: Part one, Identifying the Common Needs of Youth and of Society; part two, Meeting the Common Needs of Youth and of Society; part three, Operating the Programs; part four, Unfinished Business.

Part one, "Identifying the Common Needs of Youth and of Society," attempts to formulate the goals of general education. The educators and members of the instructional staffs of the junior colleges of California met at the General Education Workshop in the summer of 1950. They felt that before they could begin their work, they must define the term general education. After much discussion and considerable thought six principles were drawn up to amplify the definition, followed by twelve statements of goals evolved from the principles. It was agreed that general education could be defined simply: "General education is that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen. General education is complementary to, but different in emphasis and approach from, special training for a job, for a profession, or for scholarship in a particular field of knowledge."

Students in California public junior col-

leges differ greatly in experiences, needs, capacities, interests, and aspirations. The general education program aims to help each student increase his competence in:

1. Exercising the privileges and responsibilities of democratic citizenship.
2. Developing a set of sound moral and spiritual values by which he guides his life.
3. Expressing his thoughts clearly in speaking and writing, and in reading and listening with understanding.
4. Using the basic mathematical and mechanical skills necessary in everyday life.
5. Using methods of critical thinking for the solution of problems and for the discrimination among values.
6. Understanding his cultural heritage so that he may gain a perspective of his time and place in the world.
7. Understanding his interaction with his biological and physical environment so that he may adjust to and improve that environment.
8. Maintaining good mental and physical health for himself, his family, and his community.
9. Developing a balanced personal and social adjustment.
10. Sharing in the development of a satisfactory home and family life.
11. Achieving a satisfactory vocational adjustment.
12. Taking part in some form of satisfying creative activity and in appreciating the creative activities of others.

These twelve goals warrant serious study by all junior college educators.

Part two, Meeting the Common Needs of Youth and of Society, contains eleven chapters, the first of which is entitled "Approaches to General Education." Here the author points out the factors and problems with which junior college educators must deal. Some of the characteristics or approaches of general education are: 1. General education should aim to educate the total personality; 2. The general education program should be planned for all students; 3. General education must permeate the total college curriculum; 4. Junior colleges should organize courses addressed primarily to general education on a basis which is consistent

with the educational philosophy of the college. Particularly recommended in the Study is a functional approach to general education which builds courses and programs directly on the basis of the needs and characteristics of students and of society; 5. The general education program should include both required and recommended courses and other experiences.

The rest of part two is divided into the ten following chapters:

1. The Advising, Guidance, and Counseling of Students
2. Psychology and Personal Adjustment
3. Health, Physical Education and Recreation
4. Family Life Education
5. Communication
6. The Creative Arts and the Humanities
7. The Natural Sciences and Mathematics
8. Vocational Courses
9. Citizenship and the Social Studies
10. The Extraclass Program

Logically, each of these groupings fits very nicely into one or more of the twelve principles in the definition of general education. The author gives the whys and wherefores of each subject grouping, statistics on the subject as discovered in his study, and the type of program offered at different junior colleges. For example, the chapter "Psychology and Personal Adjustment" is divided into the following subheadings: the importance of psychology in general education; varying practices in psychology courses, courses in action, problems and promises. Each of these subject groupings is presented in a similar manner.

"Operating the Program" is the title of part three of the report. In it are two chapters, "Administration: facilitating general education" and "The Library: an opportunity." The chapter on administration is one of extreme importance. The author admits to four different types of administrators and leaves no doubt as to the ideal type; establishes four steps and elaborates upon these steps in educational engineering by giving concrete examples. The effective educational engineering for general education purposes which has been accomplished at San Francisco State College and Orange Coast College is carefully detailed to show clearly

the steps taken by administrators to bring about the necessary changes and improvements needed in their college programs.

Librarians can find a wealth of information in the chapter entitled "The Library: an opportunity." In fact, to those of us who know Dr. Johnson's already published works on the junior college library it is a very complete summary in a few pages of his basic ideas and beliefs on the administration and organization of an effective and efficient library in a junior college community. Not only can librarians find information of interest, but also the instructional staffs. This chapter is meant for junior college educators and offers many concrete suggestions. Dr. Johnson states that the administrator should: 1. make the position of librarian of major importance on the instructional staff; 2. make the library the resource center of instructional materials; 3. use the library as an avenue of instructional supervision; 4. recognize the role of the library in educational engineering. For the entire instructional staff, the author lists nine excellent services which the teachers can do for the librarian, and eight suggested activities which the librarians can do for the teachers. The author's excellent summary leaves the reader in no doubt as to the library's very important part in the life of the junior college.

Part four, entitled "Unfinished Business," contains two chapters which summarize many of the principles elaborated in the text. Chapter fourteen, "Continuing Problems and Opportunities" considers some of the problems and opportunities of junior colleges. These are junior college-high school relationships; adult education; education of women; recognizing varied aptitudes, abilities and interests; the small junior college; the training of teachers. The author presents the problems that each of these statements holds and the opportunities which each offers.

The last chapter entitled "Looking Ahead" singles out certain general education developments, nine of them to be exact, which seem particularly significant, and recommends specific lines of development that appear vital to the service of California junior college students and to the communities and the state which support the junior college as part of the system of public education. This chapter is general education in action for the ad-



ministrator, instructors, and all junior college personnel.

In conclusion, the reviewer feels that this is a book which every faculty member, librarian, administrator, member of the boards of trustees in the junior college field should read carefully. It will be found interesting and inviting in readability, inclusive in scope, thought provoking in its objectiveness, stimulating enough to make the reader want to put into operation many of the suggested recommendations.—*Ruth E. Scarborough, Centenary Junior College Library, Hackettstown, N.J.*

## New Books About the Book Arts

*The Alexandrian Library, Glory of the Hellenic World: Its Rise, Antiquities, and Destruction.* By Edward Alexander Parsons. Amsterdam, etc., The Elsevier Press, 1952. 468p. \$7.50.

*The Roman Letter, a Study of Notable Graven and Written Forms from Twenty Centuries in Which Our Latin Alphabet Moved towards Its High Destiny as the Basic Medium of Printed Communication throughout the Western World.* Prepared by James Hayes . . . on the occasion of an exhibition dealing with this subject held by R. R. Donnelley & Sons Company in its Lakeside Press Galleries . . . Chicago . . . 1951-52. 54p. commentary, 59 illus.

*Schoene Fischbacher.* By Clauss Nissen. Stuttgart, Lothar Hempe Verlag, 1951. 108p.

*Bücher bewegten die Welt: eine Kulturgeschichte des Buches.* By Karl Schottenloher. Stuttgart, Hiersemann, 1951. Vol. I: Antiquity to Renaissance. 278p. DM 20.-

*Das Buch im Wandel der Zeiten.* By Wilhelm H. Lange. 6th ed. Wiesbaden, F. Steiner, 1951. 196p., with 158 illus.

*The Alexandrian Library*, to quote from the Proem to this important work, "certainly the greatest of all Antiquity and the greatest before the invention of printing, was perhaps potentially the most important ever collected. Because of the neglect in the annals of history and letters, we have only

the existing fragments of original minor comments in the ancient authorities and mostly casual remarks of many modern writers out of which to attempt a restoration of the Alexandria."

During the past seven years this restoration was undertaken by Edward Alexander Parsons, man of letters and bibliographer, lifelong resident of New Orleans and founder of the Bibliotheca Parsoniana.

The results of his efforts, a labor of love in the finest sense of the word, are now before us in a volume which is certain to take an honored place on the shelves of every collector, student and librarian interested in books.

As one reads this magnificent account of the conception of the building of the library, founded "at the close of the classic period of the world's greatest literature, when Athens, its mother, no longer afforded the means, power or genius necessary for its protection or preservation," one wonders why this outstanding achievement in the intellectual life of man has not before now been the subject of a truly exhaustive study.

With meticulous care and scrupulous appraisal of its validity Mr. Parsons has tried to locate every single reference to the library of Alexandria in the ancient sources and in the studies of modern scholars. Out of these efforts there arises an astonishingly vivid and complete picture of the founding of this library under the Ptolemies, of its scholarly and administrative staff, of the method of acquisition of its vast holdings, their storage, cataloging and editing and of the alternating destruction and rebirth of this great institution through nine centuries.

We witness the origin of the science of bibliography and of literary criticism and history. But we are also given a most lively picture of the Hellenistic world, its leading personalities, its political issues and, above all, its cultural mission. It may be that the specialist student of the Hellenistic tradition would differ here and there in points of detail from the conclusions and interpretations offered in this book. The general reader will notice a tendency toward repetition and he may sometimes wish that the picture might have been presented in a more concentrated manner. He will also notice a fair number of printers' errors. But scholar and layman

alike will realize that here is a contribution to the literature of librarianship which will be of great value for years to come.

Sufficiently described in its title, *The Roman Letter* is distinguished by the selection and reproduction of Roman letter forms, by the order and beauty of their arrangement and by the authority of the skillfully interwoven brief text.

The little volume by Nissen on the history of ichthyological illustration—a masterpiece of condensation—is the work of the same Dr. Nissen of the staff of the Municipal Library in Mainz, who has recently completed his imposing history and bibliography of botanical illustration.

The same qualities which made the former work such a significant contribution went into the making of the present study: the scholarly approach of the trained natural scientist, a cultivated artistic taste, and a vast store of bibliographical and biographical knowledge in the field of scientific illustration. Dr. Nissen's critical essay on the scientific portraiture of fish takes up but 41 pages, yet it is a complete guide and introduction to a special field which in recent years has received but scant systematic cultivation. The story ranges far and wide, taking in such important figures as Bishop Fell and Samuel Pepys.

One hundred and thirty-five of the most important illustrated ichthyological publications, mainly from the sixteenth to the nineteenth centuries, are listed alphabetically. There is also a list of the previous bibliographical efforts in this field, and a useful index.

The plan for a comprehensive cultural history of the book is a plausible one and one that has an especial significance at a time when the role of the book is being questioned everywhere in the modern world. The manuscript for Schottenloher's book was completed before the beginning of the last war. Twice during its course it had been set up in type and twice it was destroyed during aerial attacks. Now, at last, the first volume has been completed and the second volume is well on its way.

It is not easy to do full justice to this important work of the 75-year-old author, who for many years was Director of the Library of the Bavarian State in Munich. It is a book full of wisdom and maturity and it conveys a vast store of information. Yet, it carries in its structure and outlook certain

limitations. They stand in the way of its reaching an uncontested place among the internationally recognized masterpieces of research which on many counts this book deserves.

The limiting factor, as anyone reading the book outside of the country of its origin will recognize, lies in its concentration upon the contribution of Germany. Here is a piece of universal cultural history, written with a distinct national bias. The results of this approach are very clear: Those portions of the book which deal with periods, developments and circumstances previous to the arrival of Germany on the scene of world history, are excellent. The account of Cassiodorus, for instance, is a pure joy to read. Excellent, too, are the chapters on periods in which Germany's contribution is indeed a leading one, as for instance in the wake of Charlemagne's empire building or in the days of Gutenberg. But at other times the reader feels himself too often diverted from the great highways of intellectual intercourse.

The story of the book is treated here as an integrated account of the many separate facets of its evolution. The purely technical and some of the artistic elements are sometimes less convincingly worked out than other aspects. The one side of the story which is consistently treated with equal competence, experience and knowledge, is the history of libraries, and the rise of bibliography.

While one would hesitate to recommend an English translation of this work, it is certainly to be hoped that this important contribution will find its way into many scholarly American libraries.

Like the work by Karl Schottenloher, the book by Wilhelm H. Lange, the successor of the late Rudolf Koch at the Offenbach workshops, also sets out to tell the complete story of the evolution of the book in all its aspects. Its organization is significantly different in that it is built up of separate chapters each devoted to one phase, such as lettering, writing surfaces, printing, illustration, etc. It, too, contains a good deal of information told in a fluent and lively manner. But its national bias is so strong that it becomes increasingly difficult to follow the author. Again and again this bias reaches chauvinistic proportions. The explanation lies in the fact that this book was first published in 1940 during Nazism's heyday. Until the year 1943

there followed no less than four more editions.

The influence of Nazi ideology on every phase of intellectual life in totalitarian Germany is excellently illustrated by this book in the seemingly neutral field of book lore. For its postwar appearance the book may have undergone certain revisions of its wartime text. Regardless of whether or not this was the case, its basic outlook has not changed; its spirit is still the same.—*Hellmut Lehmann-Haupt, New School for Social Research.*

## Eugene Stollreither

*Festschrift Eugen Stollreither zum 75. Geburtstag gewidmet von Fachgelehrten, Schülern, Freunden.* Herausgegeben von Fritz Redenbacher. Mit 34 Tafeln. Erlangen, Universitätsbibliothek, 1950. xii, 403p., 32 pl. DM 44.

This impressive volume represents primarily South-German scholarship, edited by the present director of the University Library of Erlangen in honor of his predecessor. Most of the 35 contributions deal with historical problems about books, printing, binding and illustrations; they are in many cases well and amply illustrated. The editor himself contributes one of the most interesting of these studies, dealing with the shifts in interpreting the meaning of renaissance book illustration.

Eight of the papers are of more than passing concern to librarians. Three of these deal with three outstanding men: Friedrich Kraftdiscusser Achille Ratti, later Pope Pius XI; Georg Leyh adds significant information about August Wilmanns (Preussische Staatsbibliothek); Henri F. Raux gives highlights of the career of the French protagonist of public libraries, Eugène Morel.

Five papers deal with various aspects of library administration. *Friedrich Bock* treats of medieval manuscript catalogs as forerunners of the alphabetical subject catalog (= dictionary catalog); *Agnes Staehlin* of some problems involved in making such catalogs today. *Gustav Hofmann* analyzes the personnel problem in German scholarly libraries; *Schnorr von Carolsfeld* characterizes a typical scholar-librarian, drawing on his intimate association with an outstanding example, his father, who was a predecessor of

Gustav Hofmann as the Chief Director of the Bavarian State Library and its function in the U.S.A.

Anyone interested in the tradition of the book will want to glance through this fine treatise, read some of it, enjoy the illustrations and make notes for future reference.—*Icko Iben, Champaign, Illinois.*

## Key Literature

*Die Schlüsselliteratur.* By Georg Schneider. Stuttgart, Hiersemann, 1951-52. 2 vols. DM 32.00.

The distinguished author of the *Handbuch der Bibliographie* has labored for twenty-five years on another monumental work which will be an essential title in every reference collection. *Schlüsselliteratur*, rather awkwardly translated into English as "key literature," refers to books which portray real persons and events under the guise of fictitious names. The genre poses rather difficult problems for beginning students of literary history; but, strangely enough, the only study prior to Schneider's is A. Ferdinand Drujon's *Livres à clef* (1888), which deals with French erotic and satirical literature of the seventeenth and eighteenth centuries.

The first volume ("*Das literarische Gesamtbild*") contains definitions, history and criticism, with indexes of authors and prototypes. The second volume ("*Entschlüsselung deutscher Romane und Dramen*") contains a detailed account of all more important German fiction and drama which deal with reality in the guise of imaginative writing. Each title is analyzed in detail with references to pertinent critical literature. The third volume, not yet published, will deal with non-German "key literature," particularly in English, French, and the Scandinavian languages.

The earliest examples of "key literature" may be found in the fifteenth century with such works as Sannazaro's pastoral romance, *Arcadia*, and Emperor Maximilian's *Thuerndank*; but the genre's possibilities were not fully recognized before the baroque period. Throughout the periods of classicism and romanticism in Europe the *roman à clef* enjoyed unusual popularity mainly for reasons of courtesy and respect for the feelings of others. Perhaps the most famous example of all is

Goethe's *Werther*. In the nineteenth century the genre was used for political and social reasons, but there are also significant autobiographical novels which may be called *Schlüsselliteratur* (e.g., Gottfried Keller's *Der grüne Heinrich* and James Lane Allen's *The Alabaster Box*).

Schneider has carefully analyzed this rich and confusing literature and organized it in a manner that will make it readily comprehensible. To be sure, his work represents only a selection of the best in world literature, and there will be some who will quarrel with his choice. In many cases an individual student will stumble across a key to a book that would seem to be pure fiction even to the experienced critic. This reviewer could point out no less than twenty-six titles of Kentucky fiction which Schneider might have considered. However, it is fair and safe to say that Schneider has been able to identify most of truly significant titles of world literature in the genre under consideration and dealt with them in exemplary fashion.—*Lawrence S. Thompson, University of Kentucky Libraries.*

## Education of Librarians

*Die Bildung des Bibliothekars.* By Georg Leyh. Copenhagen, Ejnar Munksgaard, 1952. 131p. (Copenhagen University, Library, Scientific and Medical Department, "Library Research Monographs," volume 3.)\*

The humane tradition of librarianship is one of our finest ideals, and yet it is perhaps one of the most difficult to define. Georg Leyh, retired librarian of the University of Tübingen and editor of the second edition of the *Handbuch der Bibliothekswissenschaft*, has devoted a lifetime to the theoretical study and the practical exposition of this ideal. He first set forth his ideas on the subject in a lecture to the librarians of Stockholm, printed under the caption of "Die Bildung des Bibliothekars" in the *Nordiskt Tidskrift för Bok- och Bibliotheksväsen*, XXXVII (1950), 56-70; and the present study is an expansion of this essay.

Drawing heavily on his intimate knowledge

of the history of European literature, librarianship, scholarship, and philosophy, Leyh reviews the traditional concepts of the scholarly librarian, including training (past and present methods), personal development through experience, professional dilemmas, and special problems of librarianship in modern times. The last two chapters ("Die Kunst des Lesens" and "Schriftstellerei") are masterful statements of two basic aspects of our work, the first based at least in part on Leyh's own handsome private library, the second on his wide experience in research in many fields of librarianship.

Throughout the entire study Leyh elaborates on a theme stated by one of his favorite authors, Georg Christoph Lichtenberg, "The whole man must move together." He emphasizes that any formal training for librarianship is necessarily introductory in nature; and he rejects the American doctorate in library science as a "Fehlentwicklung," pointing out that "der Bibliothekswissenschaft fehlt als Ganzes der kristallisierende Kern, aus dem sie sich entfaltet" (p. 89-90). There is much to say for this viewpoint if we view the Ph.D. in librarianship as a theoretical research degree just as the Ph.D. in the humanities, the social studies, or the pure sciences; but there may be some doubt about the validity of Leyh's stricture when applied to the doctorate in librarianship as a professional degree. The tripartite doctoral program at Columbia might well meet his approval.

Regardless of any questions about Leyh's specific theories of education for librarianship, it would be difficult to refute his insistence that the librarian be a well-rounded man—well read, broadly trained, and with specific research interests (either in his own subject field or in one of peculiar interest to librarians). The librarian's task is perhaps the most difficult in the entire realm of scholarship and the professions; for he must master the technology of elementary library operations (not to be scorned as undignified, Leyh argues), know the history of learning and of his own institution, establish a companionship with books in the intimate sense defined in this study, and maintain his own research interests in order to justify his position (in universities) as a member of a learned body.—*Lawrence S. Thompson, University of Kentucky Libraries.*

\* It would be well to note here the other two numbers in this important new series, since neither have been reviewed in C&RL: (1) Jean Anker's *Otto Freiderich Müller's Zoologica Danica* (1950; 108p.), and (2) S. R. Ranganathan's *Philosophy of Library Classification* (1951; 133p.).

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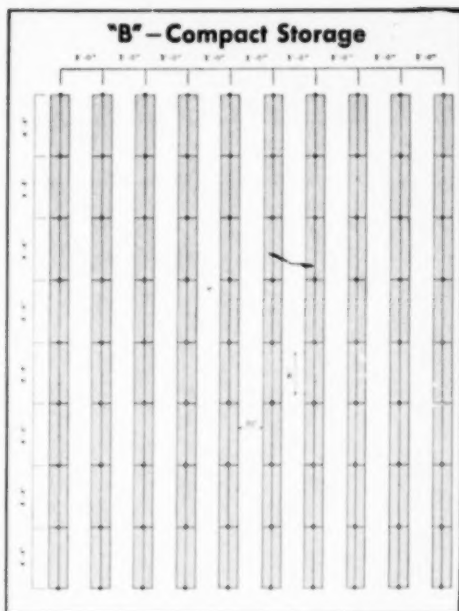
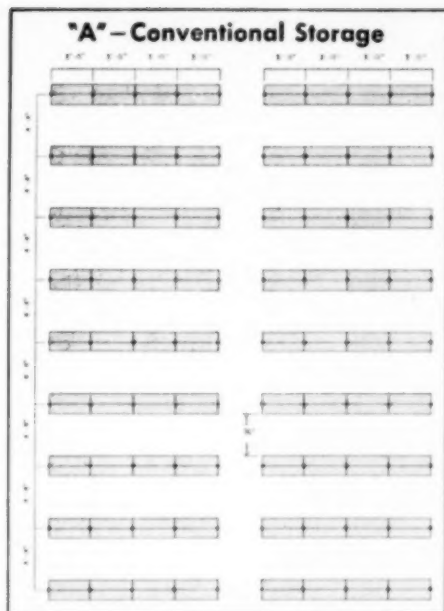
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